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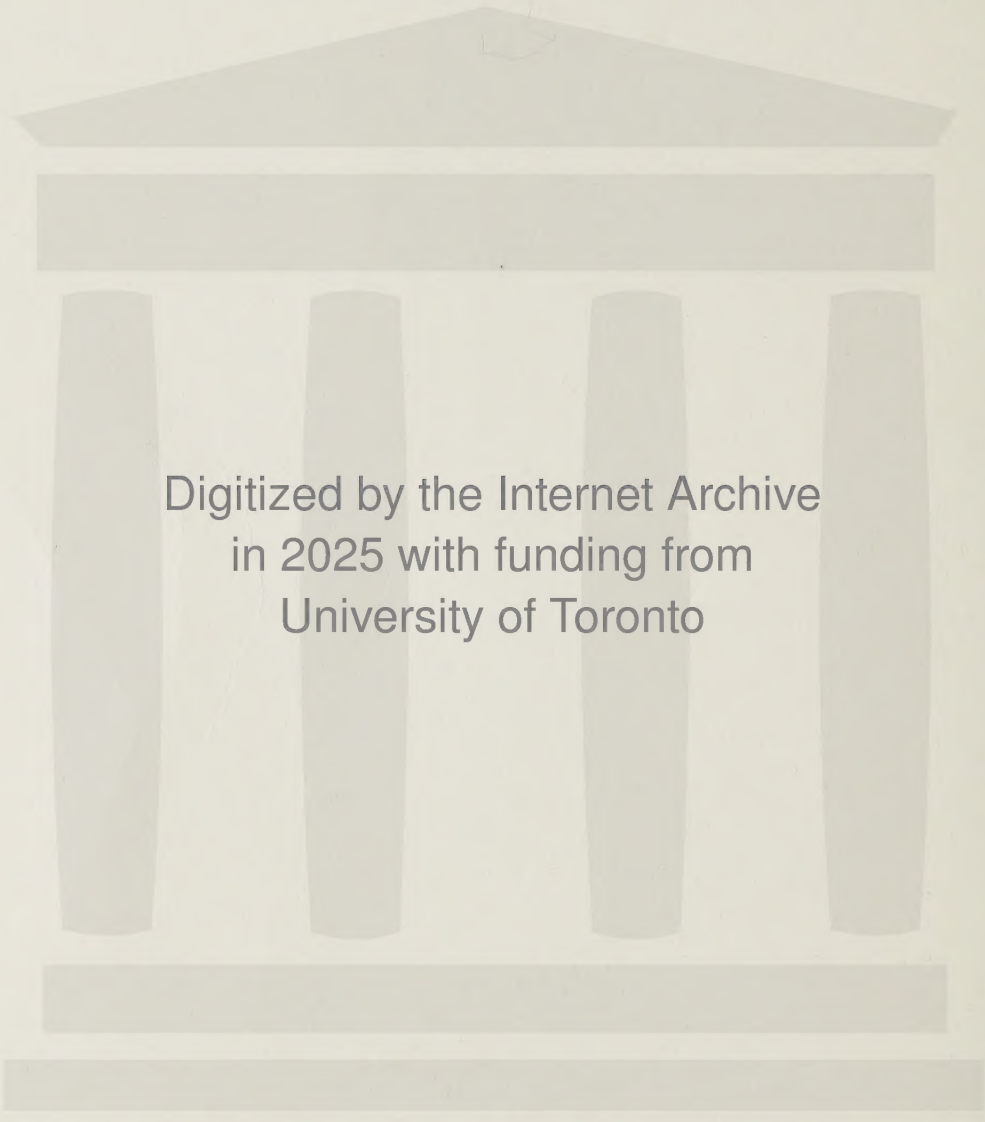
Calendar of the Teachers' Colleges 1967/68

Ontario
Department of Education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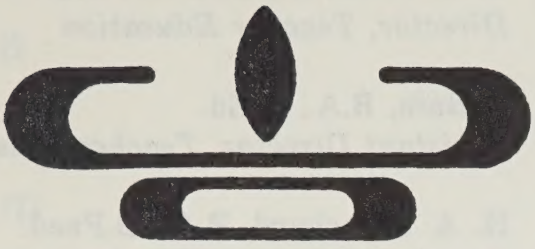

Calendar of the Teachers' Colleges

Ontario Department of Education

Circular 600, 601, 602
15,000 July, 1967

Teacher Education Branch
44 Eglinton Avenue West, Toronto

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Superintendent of Professional Development

J. E. Smith, B.A., B.Paed.
Assistant Superintendent

H. H. Town, M.A.
Assistant Superintendent

Part I	(Circular 600) general information
Part II	(Circular 601) special information for the Sudbury and University of Ottawa Teachers' Colleges
Part III	(Circular 602) special information for the Primary School Specialist Certificate Course

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College Year 1967 - 1968

	September					October					November				
S		3	10	17	24	1	8	15	22	29		5	12	19	26
M		4	11	18	25	2	9	16	23	30		6	13	20	27
T		5	12	19	26	3	10	17	24	31		7	14	21	28
W		6	13	20	27	4	11	18	25		1	8	15	22	29
T		7	14	21	28	5	12	19	26		2	9	16	23	30
F	1	8	15	22	29	6	13	20	27		3	10	17	24	
S	2	9	16	23	30	7	14	21	28		4	11	18	25	

	December					January					February				
S		3	10	17	24	31	7	14	21	28		4	11	18	25
M		4	11	18	25	1	8	15	22	29		5	12	19	26
T		5	12	19	26	2	9	16	23	30		6	13	20	27
W		6	13	20	27	3	10	17	24	31		7	14	21	28
T		7	14	21	28	4	11	18	25		1	8	15	22	29
F	1	8	15	22	29	5	12	19	26		2	9	16	23	
S	2	9	16	23	30	6	13	20	27		3	10	17	24	

	March					April					May				
S		3	10	17	24	31	7	14	21	28		5	12	19	26
M		4	11	18	25	1	8	15	22	29		6	13	20	27
T		5	12	19	26	2	9	16	23	30		7	14	21	28
W		6	13	20	27	3	10	17	24		1	8	15	22	29
T		7	14	21	28	4	11	18	25		2	9	16	23	30
F	1	8	15	22	29	5	12	19	26		3	10	17	24	31
S	2	9	16	23	30	6	13	20	27		4	11	18	25	

College Year 1968 - 1969

	September					October					November				
S		1	8	15	22	29	6	13	20	27		3	10	17	24
M		2	9	16	23	30	7	14	21	28		4	11	18	25
T		3	10	17	24	1	8	15	22	29		5	12	19	26
W		4	11	18	25	2	9	16	23	30		6	13	20	27
T		5	12	19	26	3	10	17	24	31		7	14	21	28
F		6	13	20	27	4	11	18	25		1	8	15	22	29
S		7	14	21	28	5	12	19	26		2	9	16	23	30

	December					January					February				
S		1	8	15	22	29	5	12	19	26		2	9	16	23
M		2	9	16	23	30	6	13	20	27		3	10	17	24
T		3	10	17	24	31	7	14	21	28		4	11	18	25
W		4	11	18	25	1	8	15	22	29		5	12	19	26
T		5	12	19	26	2	9	16	23	30		6	13	20	27
F		6	13	20	27	3	10	17	24	31		7	14	21	28
S		7	14	21	28	4	11	18	25		1	8	15	22	

	March					April					May				
S		2	9	16	23	30	6	13	20	27		4	11	18	25
M		3	10	17	24	31	7	14	21	28		5	12	19	26
T		4	11	18	25	1	8	15	22	29		6	13	20	27
W		5	12	19	26	2	9	16	23	30		7	14	21	28
T		6	13	20	27	3	10	17	24		1	8	15	22	29
F		7	14	21	28	4	11	18	25		2	9	16	23	30
S	1	8	15	22	29	5	12	19	26		3	10	17	24	31

Calendar of the Provincial Teachers' Colleges

College Year 1967-68

First term opens	Sept. 12, 1967
First term closes	Dec. 22, 1967
Christmas vacation	Dec. 23, 1967 -Jan 2, 1968
Second term opens	Jan. 3, 1968
Second term closes	March 15, 1968
Vacation	March 16, -March 24, 1968
Third term opens	March 25, 1968
Third term closes	May 31, 1968

College Year 1968-69

First term opens	Sept. 10, 1968
First term closes	Dec. 20, 1968
Christmas vacation	Dec. 21, 1968 -Jan. 5, 1969
Second term opens	Jan 6, 1969
Second term closes	March 14, 1969
Vacation	March 15, -March 23, 1969
Third term opens	March 24, 1969
Third term closes	June 2, 1969

History

"The word *Normal* signifies 'according to rule, or principle,' and is employed to express the systematic teaching of the rudiments of learning. . . . A Normal School . . . is a school in which the principles and practice of teaching according to rule are taught and exemplified." Thus spoke — in Toronto, on Nov. 1, 1847 — Dr. Egerton Ryerson, Chief Superintendent of Schools for Upper Canada, at the opening ceremony of the first Normal School in this province for the training of teachers. With the passing of the years, as emphasis in teacher education moved from the study of "teaching according to rule" to the study of the children to be taught, the word *Normal* became less descriptive of the purpose of schools for the professional education of teachers. Because of this, the use of the name *Normal School* was discontinued in 1953, and the name *Teachers' College* was adopted in its place.

For the first four years of its existence the Normal School in Toronto was accommodated in temporary quarters, but in 1852, it was moved to its own building on Church and Gould Streets where it continued to serve Ontario for almost ninety years.

In 1847, admission to the Normal School was restricted to men, but in the second session women also enrolled. The course was short — only five months in duration — but the graduates did such superior work in the schools that the policy of providing professional education for teachers became firmly established.

A second Normal School was opened in 1875 at Ottawa, and a third, in 1900, at London. At all three institutions the practice of holding two Normal School sessions each year gave way in 1903 to the policy of having one session lasting the full school year. Decision was reached in 1907 to establish Normal Schools at Hamilton, Peterborough, Stratford and North Bay. The first three of these opened in September, 1908, and the fourth in September, 1909. In 1927, the University of Ottawa Normal School was established for the professional education of teachers for elementary-school classrooms attended by French-speaking pupils. In these classes, with the approval of the Minister, both English and French are used as languages of instruction in various subjects of the courses of study. The Sudbury Teachers' College, which was instituted in 1963, offers a similar program.

The One-year, Second Class Certificate Course, offered at the University of Ottawa and Sudbury Teachers' Colleges since their inception, was discontinued at Ottawa in 1966 and at Sudbury in 1967. In replacing this course, a Two-year Course leading to an Interim Elementary School Teacher's Certificate was established in 1966 at the University of Ottawa Teachers' College and in 1967 at the Sudbury Teachers' College.

A two-year course was introduced in the provincial Normal Schools in the school year 1927-28, but in 1934-35 the second year of the course was discontinued. From 1954 to 1962 a completing one-year course was offered for students holding the Secondary School Graduation Diploma of the General Course who had attended two Pre-Teachers' College Summer Courses and who had taught successfully in the public or separate schools of Ontario for two years on Temporary Certificates. A two-year course for students holding the Secondary School Graduation Diploma of the General Course was introduced in 1953. The first year of this course was discontinued in 1965, and the second year was discontinued in 1966. A one-year

course is now offered to applicants holding the required Grade 13 standing or higher academic qualifications.

In 1914, a course for training kindergarten-primary teachers was established at the Toronto Teachers' College and replaced, in 1939, by the Primary School Specialist Certificate Course. This course was extended in September, 1966 to include the Hamilton and Ottawa Teachers' Colleges. Since 1952, the Toronto Teachers' College has offered a course in home economics to graduates of the two-year course in Home Economics at the Ryerson Polytechnical Institute. This course, taken during the same year as the regular One-year Course, leads to a certificate in Intermediate Home Economics.

In 1964, a special course leading to a certificate as Teacher of French to English-speaking Pupils in Elementary Schools was offered at the Ottawa Teachers' College and was extended, in 1965, to include Colleges at Toronto, New Toronto, (Lakeshore) and Windsor, and in 1966, to include the Hamilton and London Colleges. Beginning in September, 1966, a course leading to an Elementary Vocal Music Certificate, Type B, was offered at the Hamilton, Lakeshore, London, North Bay, Ottawa, Stratford, Toronto and Windsor Teachers' Colleges and will be offered in all Teachers' Colleges where there are sufficient numbers of applicants.

Expansion of the provincial school system following the Second World War has required expansion of facilities for teacher education. New buildings for Teachers' Colleges have been provided in Toronto (1955), Hamilton (1957), and London (1958). Five additional Colleges have been instituted — the Lakeshore Teachers' College in New Toronto (1959), the Lakehead Teachers' College (1960), the Windsor Teachers' College (1962), the Sudbury Teachers' College (1963), and the St. Catharines Teachers' College (1965).

When the education of teachers began in the province, the course was largely academic in nature. After 1870, increasing emphasis was placed on methods of teaching. In recent years, child study has come to the fore in order that teachers may be better prepared to guide the all-round development of the individual child. To increase the student's opportunity for experience with children, provision is now made for extended periods of continuous practice teaching in elementary-school classrooms.

The education of a nation's children is the teacher's task. To give the best preparation possible for the discharge of this responsibility is the continuing aim of colleges for the education of teachers in Ontario.

Part I

Calendar of the Teachers' Colleges

General Information

Location of the Teachers' Colleges

Ontario is divided into eleven districts served by Teachers' Colleges in Hamilton, London, New Toronto (Lakeshore), North Bay, Ottawa, Peterborough, Port Arthur (Lakehead), St. Catharines, Stratford, Toronto and Windsor. In addition, the Sudbury Teachers' College and the University of Ottawa Teachers' College (See Part II, page 49) provide for the education of teachers for elementary-school classrooms attended by French-speaking pupils where, with the approval of the Minister, both English and French are used as languages of instruction in various subjects of the courses of study. Applicants are assigned to the Teachers' College in their own district in order that the enrolment may be distributed fairly among the Colleges. The addresses of the Teachers' Colleges are as follows:

Hamilton Teachers' College
King St. W., Hamilton

Lakehead Teachers' College, Oliver Road,
Postal Address: P.O. Box 1197, Port Arthur

Lakeshore Teachers' College
3199 Lake Shore Blvd. W., Toronto 14

London Teachers' College
Western Road, London

North Bay Teachers' College, 168 First Ave. W.
Postal Address: P.O. Box 270, North Bay

Ottawa Teachers' College
195 Elgin St., Ottawa

Peterborough Teachers' College
100 Benson Ave., Peterborough

St. Catharines Teachers' College
c/o Brock University, 390 Glenridge Ave., St. Catharines

Stratford Teachers' College
Water Street, Stratford

Sudbury Teachers' College
Room A211, c/o Laurentian University, Ramsey Lake Road, Sudbury

Toronto Teachers' College
951 Carlaw Ave., Toronto 6

University of Ottawa Teachers' College
115 Wilbrod St., Ottawa

Windsor Teachers' College
600 Third Concession Road, Windsor

Staff

Hamilton Teachers' College

A/Principal *R. H. Brayford,* B.A., B.Paed.
A/Vice-Principal *N. H. Stevenson,* B.A., M.Ed.
Secretary *Miss A. V. Morgan*
Librarian *Miss Louisa Moisley,* B.A., B.L.S.

Instructional Staff

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C. W. Cantelon, B.A., M.Ed.
P. Cremasco, B.A.
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S. H. Zevebny, B.A.

Lakehead Teachers' College

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Vice-Principal *D. H. Botly,* B.A.
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London Teachers' College

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Ottawa Teachers' College

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L. M. Skube, B.A., B.Ed.
R. H. Wilson, B.A., M.Ed.

St. Catharines Teachers' College

Principal *R. B. Moase,* B.A., M.Ed.
Vice-Principal *J. A. Aikman,* B.A., B.Paed.
Secretary *Mrs. H. Brown*
Librarian *Miss S. F. Smith,* M.A., B.L.S.

Instructional Staff

A. C. Bennett, B.A., B.Ed.
Mrs. A. M. Bennett, B.A.
V. D. Cicci, B.A., B.Ed.
J. T. Chapman, B.A., M.Ed.
Miss J. G. Dundas, B.A., B.Ed.
H. Friesen, B.A.
R. C. Henderson, B.A., B.Ed.
D. S. McAuley, B.A.
H. Petkau, B.A.
W. B. Poole, B.A.
D. R. Sypes, B.A., M.Ed.

Stratford Teachers' College

Principal *G. O. Dickinson,* B.A., B.Ed.
Vice-Principal *R. A. Oliver,* B.A., B.Ed.
Secretary *Miss E. J. Scrimgeour*
Librarian *Mrs. M. Davis,* B.A., A.L.A.

Instructional Staff

Miss M. O. Armstrong, M.B.E., B.A., B.Ed.
S. R. Beisel, B.A., M.Ed.
C. W. Briggs, B.A., B.Paed.
W. V. Croat, B.A., B.Ed.

R. J. Ireland, B.A., B.Ed.
J. L. Johnson, B.A.
H. M. Leatham, B.A.
J. H. Mann, B.A.
D. I. McIntosh, B.A., M.Ed.
B. A. Mennie, B.A., M.Ed.
S. R. Miller, B.A.
W. J. Nelson, B.A., B.Ed.
J. W. Opper, B.A., M.Ed.
Miss W. Pauli, M.A.
J. D. Staples, B.A., A.T.C.M., F.T.C.L.

Sudbury Teachers' College

Principal *J. Martineau,* M.A., M.Ed., Ph.L.
Vice-Principal *C. R. Raymond,* B.A.
Secretary *Mrs. R. Deschamps*
Librarian *Miss S. Dufresne*
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L. M. A. Emery, B.A.
J. J. C. Gagné, B.A.
J. W. Giroux, B.A.
M. Giroux, B.A.
Mrs. M. Larocque, B.A.
J. J. R. Millette, B.A.
Miss M. G. Pezet, B.A.
R. W. Rancourt, B.A.
J. C. Thibault, B.A.

Toronto Teachers' College

Principal *J. D. Stennett,* M.A.
Vice-Principals *R. E. Boden,* B.A., M.Ed.
B. W. Monday, B.A., B.Ed. (on loan)
C. W. Percival, B.A., M.Ed.
Secretary *Mrs. D. Rae*
Librarians *Miss E. St. John,* R.P.L.
Mrs. F. J. Croft, B.A., B.L.S.
W. Redenston, M.A., B.L.S.

Instructional Staff
H. N. Archibald, B.A.
Miss M. P. Bainbridge, M.A., B.Paed.
J. W. Barrett, B.A., B.Ed.
Miss R. A. Belfry, B.A., M.Ed.
Miss K. A. Bennett, B.A., B.Ed., A.R.C.T.
W. E. Bingham, B.A.
G. J. B. Bradshaw, B.A.
W. E. Brophy, B.A., M.Ed.
L. R. Carson, B.A. (on loan from North York Board)
L. H. Coneybeare, B.Sc.
W. Currie, B.A., M.Sc.
H. L. Chessum, B.A., B.Ed.
E. A. Dayman, B.A., B.Ed.

H. I. Dick, B.A.
Mrs. C. M. Dubois, B.A.
R. G. Duffin, B.A. (on loan from Toronto Board)
J. W. Fair, B.A., B.P.E., B.Ed.
Miss H. Fletcher, B.A., M.Ed.
I. D. Fraser, B.A., A.T.C.L.
Miss D. C. Fuller, B.A.
R. G. Gaynor, B.A., M.Ed.
E. D. Gillespie, M.A., Ed.D.
R. I. Greene, B.A., M.Ed.
Miss J. C. Harris, M.A.
J. R. Harrison, B.A., B.Ed.
W. Hayes, B.A., M.Ed.
J. K. P. Henry, B.A.
T. A. Hodgins, B.A., B.Ed.
W. J. Holtham, B.A., M.Ed.
Miss J. M. Horne, B.A., M.Ed., A.O.C.A.
Mrs. P. J. Hughes, B.A., M.Ed.
W. D. Lea, B.A., A.R.C.T., L.T.C.L.
J. T. Lewis, B.A., M.Ed.
W. P. Lipischak, B.A., B.Ed.
Miss M. E. MacIlveen, Reg. N., B.S.
C. D. MacNeil, B.A., M.Ed.
C. A. Manahan, B.A., Ed.M.
Miss F. S. Marsden, B.A., M.Ed.
W. R. Marshall, B.A., M.Ed.
C. McCormick, B.A. (on loan from Scarborough Board)
J. M. McInnes, B.A.
Miss C. I. McIntyre, B.A., M.Ed.
K. B. McKay, B.A.
J. P. Mergl, B.A., B.Ed.
F. W. Milner, B.A.
A. F. Ogden, B.A.
G. W. Penrose, B.A., M.Ed.
W. J. A. Phillips, B.A.
Miss M. M. Power, B.A., M.Ed.
O. G. Rogers, B.A.
Miss V. Ruddell, B.A., B.P.H.E.
R. G. Sheridan
E. J. Simpson, B.A., B.Ed.
A. H. Stahlke, B.A., B.Ed.
Miss S. Stanley, B.A., M.Sc.
Miss H. Stoicheff, B.A., M.Ed.
Mrs. R. J. Turner, B.A., A.T.C.M., A.A.C.M., Mus.G. (Paed.), A.Mus.
G. E. Walford, B.A., M.Ed.
B. R. Walker, B.A., B.Ed.
Mrs. M. E. White, B.A.
E. H. Wiley, B.A.
Miss A. Y. Wilson, B.A., M.Ed.
R. K. Wilson, B.A., M.Ed.
E. M. Woodger, B.A., M.Ed.
Miss M. H. Young, B.A., M.Ed.

University of Ottawa Teachers' College

Principal *L. P. Pigeon,* B.A., B.Paed., Ph.L., Lic.Paed.
Vice-Principal *E. Dubois, B.A.*
Secretary *Miss A. M. I. Parent,* B.A.
Librarian

Instructional Staff

Miss Y. Bénéteau, B.A.
M. Boulay, B.A.
L. Côté, B.A.
Miss R. G. DeGuire, B.A.
J. R. S. Doyle, B.A.
J. E. A. Godbout, B.A., Ph.L., B.Paed.
Mrs. F. Howard, B.A.
Mrs. C. Lacroix (on loan from Ottawa R.C.S.S. Board)
J. R. Lavigne, B.A., B.Ph., M.Ed.
J. A. Leclerc, B.A.
Mrs. J. Martin, B.A., A.R.C.T.
J. Riel, B.A.
H. R. Sabourin, B.A., B.Ph.
Miss R. Séguin, B.A.
Sister Marie-de-l'Espérance, B.A., B.Ed.
E. J. Watson, B.A., Ph.L.

Windsor Teachers' College

Principal *R. S. Devereux,* M.A.
Vice-Principal *R. L. Fritz,* B.A.
Secretary *Miss H. Balkwill*
Librarian *Mrs. I. M. Hewitt,* B.A., A.M.L.S.

Instructional Staff

Bolus, C.R., B.S.
G. A. Broad, B.A., B.Ed.
Carson, B.F., B.A.
Miss M. A. Buck
G. England, B.A., M.Ed.
V. R. Fathers, B.A., B.Ed.
Mrs. G. A. K. Foster, B.A.
E. Kinnin, B.A., M.Ed.
A. P. Knight, B.A.
J. H. Lennon, B.A.
Miss J. E. McAnsh, B.Sc., M.Ed.
J. H. Nephew, B.A., B.Ed.
W. E. Stadder, B.A.
R. T. Steeves, B.A., B.Ed.
J. C. Tisdale, B.A., M.Ed. (on loan from Windsor Board)
F. S. Toll, B.A., B.Ed. (on leave to External Aid)

Courses and Certificates

A One-year Course leading to a certificate valid for teaching for five years in the public and separate schools of Ontario is offered at each of the Hamilton, Lakehead,

Lakeshore, London, North Bay, Ottawa, Peterborough, St. Catharines, Stratford, Toronto and Windsor Teachers' Colleges. Applicants for admission to this course must hold the required Grade 13 standing or equivalent or higher qualifications.

The One-year Course leads to Interim Elementary-School Teachers' Certificates, Standard 1, Standard 2, Standard 3 or Standard 4, depending upon the academic qualifications of the candidates. The Interim Elementary-School Teachers' Certificate, Standard 1, is the certificate which will be granted to successful candidates holding the minimum academic admission requirements for the course. The Standard 2 certificate may be granted to a successful candidate who, in addition to being eligible to receive the Standard 1 certificate, has credit in five acceptable university subjects beyond the Grade 13 level. The Standard 3 certificate may be granted to a successful candidate who, in addition to being eligible to receive the Standard 1 certificate, has credit in ten acceptable university subjects beyond the Grade 13 level. The Standard 4 certificate may be granted to a successful candidate who, in addition to being eligible to receive the Standard 1 certificate, holds an acceptable Bachelor of Arts or Bachelor of Science degree from an Ontario university or a degree the Minister deems equivalent thereto.

The requirements for proceeding from an Interim Elementary-School Teacher's Certificate, Standard 1, to Standard 2, Standard 3 and Standard 4 are outlined in Circular 635, *Memorandum re Changes in Certification of Elementary-School Teachers*, a copy of which may be obtained from the Deputy Minister of Education, 44 Eglinton Ave. W., Toronto 12.

In addition to the basic courses previously mentioned, specialized courses are offered at some Teachers' Colleges, provided a sufficient number of candidates apply. A Primary Specialist Certificate Course, which prepares for teaching in Junior and Senior Kindergartens and in Grades 1 and 2, is offered at the Hamilton, Ottawa and Toronto Colleges. Graduates of the Two-year Course in Home Economics at the Ryerson Polytechnical Institute may take an Intermediate Home Economics Certificate Course, at the Toronto Teachers' College only, during the same year as the regular One-year Course. Candidates enrolled in the Intermediate Home Economics Certificate Course will be required to obtain standing in a final examination in this subject, to be written during the last two weeks of the second term on the date and at the hour set by the Department of Education. A course leading to a certificate as Teacher of French to English-speaking Pupils in Elementary Schools is offered at the Hamilton, Lakeshore, London, Ottawa, Toronto and Windsor Teachers' Colleges for applicants who meet the admission requirements. Candidates enrolled in this course will be required to obtain standing in a final examination in this subject, to be written during the last two weeks of the second term on the date and at the hour set by the Department of Education. A course leading to an Elementary Certificate in Vocal Music, Type B, is offered at Colleges where the number of applicants justifies its establishment. Candidates enrolled in this course will be required to obtain standing in a final examination in this subject, to be written during the last two weeks of the second term on the date and at the hour set by the Department of Education.

During the year 1967-1968, courses leading to an Interim Elementary School Teacher's Certificate, Standard 4, will be offered to students who hold acceptable university degrees, provided sufficient numbers of candidates apply.

Applicants for courses at the Sudbury Teachers' College and the University of Ottawa Teachers' College should consult Part II of this Calendar which contains information pertaining to those Colleges. Applicants for the Primary Specialist Course should consult Part III.

Admission Requirements

Academic Requirement

The academic requirement in September, 1967, for admission to the One-year Course leading to an Interim Elementary-School Teacher's Certificate is standing in Grade 13 English and five additional credits (in the case of the Sudbury Teachers' College and the University of Ottawa Teachers' College, applicants will require Grade 13 English and français, and three additional credits) or a degree approved by the Minister from a university in the Commonwealth.

For admission to a Teachers' College, the following three-hour Grade 13 examinations, if written successfully, will count as two credits: English, français, French, German, Greek, Italian, Latin, Russian, Spanish, Mathematics A and Mathematics B; and the following Grade 13 examinations, if written successfully, will count as one credit: History, Geography, Algebra, Geometry, Trigonometry and Statics, Mathematics of Investment, Physics, Chemistry, Biology, Botany, Zoology, Accountancy Practice, Secretarial Practice, Music, Art and the Composition, Authors, or Literature part of a language written prior to 1966. An applicant, however, may not claim more than two credits for standing in any one language, more than two credits for any combination of Botany, Zoology and Biology, or more than three credits for standing in Mathematics.

In lieu of the Grade 13 standing outlined above, an applicant may forward evidence of successful completion of any *one* of the following:

1 the Preliminary Year at the University of Windsor, including English 5;

2 the Qualifying Year at Carleton University, including English 10;

3 the Pre-University Year at the University of Ottawa, including English 0402 and 0422; (or, for admission to the Sudbury Teachers' College and the University of Ottawa Teachers' College, if English 10 or 13, or Anglais 0422, and français 0412 and 0432 are included);

4 the Preliminary Year at the Laurentian University of Sudbury, including English 1, or English 2 and 3; (or, for admission to the Sudbury Teachers' College and the University of Ottawa Teachers' College, if English 1, or English 2 and 3, and français 1 or français 2 and 3 are included);

5 the Preliminary Year at Waterloo University College of Waterloo Lutheran University, including English 10;

6 the Preliminary Year of the affiliated colleges of the University of Western Ontario, including English;

7 the Two-year Course in Pre-School Education at the Ryerson Polytechnical Institute;

8 the Two-year Course in Home Economics at the Ryerson Polytechnical Institute. (The Teachers' College Course for applicants admitted under (8) will be offered at Toronto only.)

War Service Credit

Special provisions are made for the admission to the One-year Course at a Teachers' College of persons with service in the Forces during the Second World War. Ex-servicemen and ex-servicewomen who wish to attend a Teachers' College and who hold at least Grade 12 standing are advised to write to the Registrar of the Department of Education, 44 Eglinton Ave W., Toronto 12, stating the secondary school standing held and making clear the nature and duration of their war service.

Tuberculin Test, X-ray, Medical Examination

Before final admission to the Course, proof of freedom from active tuberculosis must be established. Arrangements for a tuberculin test, and an X-ray if necessary, will be made at the Teachers' College during the opening days of the Course.

Where during the Course the Principal recommends to the Minister that a teacher-in-training be required to undergo a further medical examination, the Minister may order a medical examination for the teacher-in-training and appoint a duly qualified practitioner to conduct the examination.

Where the medical practitioner certifies that the teacher-in-training is medically unfit, the Minister shall direct the Principal to notify the teacher-in-training of his exclusion.

Where an applicant is excluded, the Minister shall refund to the applicant the return coach-class railway fare or bus fare between the centre at which the Course is offered and the station nearest the applicant's place of residence in Ontario, and a sum for board and lodging at the rate of $1 a day from the date the applicant began attendance at the Course until the date he was notified of his exclusion by the Principal.

Other Requirements

An applicant for admission to a Teachers' College must submit evidence that he is a British subject with "landed immigrant" status or a Canadian citizen or has filed a Declaration of Intention to become a Canadian citizen. The Declaration of Intention form may be obtained from a local Court of Canadian Citizenship or by writing to Court of Canadian Citizenship, 55 St. Clair Ave. E., Toronto, Ontario. For the registration fee, which is $2, the Court will issue an official receipt which will be accepted as evidence that the applicant has filed the required declaration.

An applicant is also required to forward (i) either a certificate from the Deputy Registrar-General of Births, 70 Lombard St., Toronto, or a declaration by one of the parents or other relative or other person cognizant of the fact, stating the place and date of his birth, and (ii) a certificate from a clergyman or other competent authority that the applicant is of good moral character.

Each applicant for admission to a Teachers' College must be interviewed by a representative or by representatives of a Teachers' College Committee of Selection. Individual interviews will be arranged, through the offices of the principals of the secondary schools, during the last three or four months of the school year. Applicants not in attendance at a secondary school should write to the Teachers' College of their district, as early as possible in the calendar year, regarding arrangements for an interview.

Application for Admission

An application form for admission to a Teachers' College may be obtained from the Principal of a Teachers' College after March 1. (The names and addresses of the Teachers' Colleges are listed on page 13.) The completed application form should be returned to the Principal concerned, before August 12, with certificates of birth, character, and academic standing.

An applicant for the One-year Course may submit his application before August 12, even though he has not received the results of his Grade 13 examinations. His Grade 13 certificates may be forwarded later in August. An applicant who has appealed the results of a Departmental examination should forward his application without waiting for a decision on his appeal. His application will receive attention when the result of his appeal is determined.

An admission card will be sent to each applicant who meets satisfactorily the requirements outlined in the official application form. *The card should be taken by the applicant to the Teachers' College when he reports on opening day.*

Board and Lodging

The Principal of the Teachers' College will forward a list of boarding-houses on request.

Duties of Students

Students shall be regular and punctual in attendance.

Students are required to board and lodge at such houses only as are approved by the Principal.

Students whose conduct, attendance or progress is unsatisfactory may, after a hearing, be suspended from the College by the Principal. Where the Principal suspends a student, he shall notify the Minister of Education who shall remove, confirm or modify the suspension or dismiss the student from the course.

Expenses

No tuition fees are charged for the Teachers' College course. Students whose homes are not in a Teachers' College centre will have the expense of room and board, and all students will be responsible for travelling and living expenses incurred during any weeks of continuous practice teaching in classrooms located outside of the Teachers' College centre. The cost of textbooks, note-books and supplies should not exceed $75 for the year. The fees of student organizations to defray the cost of extra-curricular activities are approximately $12.

Student Organizations

The social, athletic and cultural program of the Teachers' College outside of class hours is largely under the direction of the students themselves through their extra-curricular organizations. In the interests of their own personal development, students are encouraged to take part in the various activities sponsored by these societies and groups.

Religious Instruction

Religious instruction for students in attendance will be provided by local clergymen of the different denominations.

Financial Aid

A student planning to attend a Teachers' College may apply for financial assistance under the Province of Ontario Student Awards Program. Application forms may be obtained from the Principal of the secondary school and, when completed, forwarded to the Principal of the local Teachers' College. Applicants not attending a secondary school may obtain complete details concerning the program and application forms from the Principal of the Teachers' College in their district.

An Ontario Scholarship having the value of $400 will be awarded to any student who obtains an average of 80 per cent or more in achieving seven Grade 13 credits in June, 1967. Two of the credits must be in English or français. As the award is made automatically to all Grade 13 students who attain the necessary academic standing, no application is necessary. Ontario Scholarship winners are eligible to apply for further assistance, if necessary, under the Province of Ontario Student Awards Program.

Programs of Study

One-year Course

The program of study for the One-year Course shall be as follows:

Group 1 Educational Psychology; School Management; English, Part I; English, Part II; Mathematics; Social Studies; Science; Art; Music; Physical Education and Health; History and Philosophy of Education.

Group 2 Library Methods; Methods in Religious Education; Religious Instruction.

Group 3 Directed observation and practice teaching in urban and rural elementary schools.

Experimental Courses 1967-68

The program of study for the experimental courses for students who hold acceptable university degrees shall be as follows:

Group 1 Educational Psychology; History and Philosophy of Education; School Law and Administration; Methods in English; General Methodology (in subjects other than English).

Group 2 See Group 2 of the One-year Course.

Group 3 Directed observation and practice teaching in elementary schools.

One-year Course

Concurrently with the study of methods, there will be a review from the standpoint of pedagogy of the content of the subjects of the Primary and Junior Divisions, and of Grades 7 and 8 of the Intermediate Division. While detailed treatment of the work of the Kindergarten and of Grades 9 and 10 will not be required, attention will be directed to the place of the Kindergarten in the educational system, and to the scope and objectives of the Intermediate Division as a curriculum unit.

Directed observation and practice teaching for each student will be arranged as far as practicable to include experience in the various Divisions of the elementary school in urban and rural classrooms. Observation and practice teaching in Grades 9 and 10 will not be required.

Students who exhibit marked deficiencies in scholarship or skills, or whose practice teaching may be affected by adverse personality factors, may be organized into groups under the guidance of the staff for the purpose of planning and carrying out a program of self-improvement.

Sessional Records

Sessional records will consist of the records of term examinations, oral and written class tests and practical work. The general attitude of the student to his work, his adaptability to teaching, and the probability of his future success as a teacher will be taken into consideration in determining his sessional standing.

A student who in any examination subject taken at a Teachers' College obtains 66 per cent of the marks assigned to that subject on the sessional records may, on the recommendation of the staff, be exempted from writing the final examination in the subject.

Final Standing

The final examination papers in Group 1 of the One-year Course and Experimental Courses will be prepared by the staff of each Teachers' College and will be written during the last two weeks of the second term on the dates and at the hours set by the Department of Education.

The maximum number of marks for each examination subject will be 200, of which 100 will be allowed for the sessional record and 100 for the final examination.

The standing of extra-mural candidates will be determined by the final written examinations. For this purpose the maximum of marks in the case of each paper will be 200.

One-year Course

The final examination papers of the One-year Course shall be: Educational Psychology; School Management; English, Part I; English, Part II; Mathematics; Social Studies; Science; Art and Music; Physical Education and Health; History and Philosophy of Education.

A candidate in the One-year Course who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Group 1, and who obtains pass standing in practice teaching shall, on the recommendation of the staff, be granted an Interim Elementary-School Teachers' Certificate.

Note — A candidate enrolled in the Intermediate Home Economics Certificate Course, the Elementary Vocal Music Course, Type B, or the French Course will be required to write sessional and final examinations in that subject. Such a candidate who is otherwise qualified and who obtains 66 per cent of the marks assigned to Intermediate Home Economics, Music, or French on the sessional records may, on the recommendation of the staff, be exempted from the final examination in that subject.

Candidates otherwise qualified who fail in not more than two of the examination subjects of Group I of the One-year Course and who pass in practice teaching, may be exempted from further attendance and may complete their standing by passing at one or more future examinations the final paper or papers in the subjects in which they have failed.

Candidates in the One-year Course who fail in practice teaching, or who pass in practice teaching but fail in three or more examination subjects of Group I, may complete their standing by repeating attendance at a subsequent January to June term, preferably at a different Teachers' College from that previously attended, and by passing in the practice teaching and final examinations of that term. Such students are advised, however, to repeat the entire session if possible.

Experimental Courses, 1967-68

The final examination papers of the experimental course at Teachers' Colleges shall be: Educational Psychology; History and Philosophy of Education; School Law and Administration; Methods in English; General Methodology (in subjects other than English).

For information concerning pass standing and failures see Final Standing, One-year Course, above.

Appeals

Provided he has passed in practice teaching, a candidate who has failed in one or more examination papers may have his case reconsidered if, within two weeks after the announcement of the results, his appeal with a statement of the grounds on which it is based, is lodged with the Deputy Minister of Education, 44 Eglinton Ave. W., Toronto 12, accompanied by a fee of $2 per paper made payable to The Treasurer, Province of Ontario. This fee will be returned to the candidate if the appeal is sustained.

Extra-mural Candidates

Extra-mural candidates who plan to write all or certain of the final examinations at a Teachers' College should apply for permission to do so to the Deputy Minister, Department of Education, 44 Eglinton Ave W., Toronto 12, before April 12. Extra-mural candidates residing in the counties of Southern Ontario will write the examinations at a Teachers' College. Extra-mural candidates residing in the Districts of Northern Ontario may obtain permission to write at the North Bay Teachers' College, the Lakehead Teachers' College, the Sudbury Teachers' College or at the office of the local School Inspector. If the latter arrangement is desired, a specific request to do so should be included in the letter to the Deputy Minister. Upon receiving written permission to write the final examinations, the applicant should file his letter with the Principal of the Teachers' College at which he plans to write with the request that he be supplied with any available assistance for extra-mural candidates.

Certification of Teachers Qualified Outside Ontario

A person who is qualified as a teacher in another educational system and who wishes to become certified for teaching in Ontario, should forward official evidence of his academic and professional standing and the names and addresses of his last inspector and employer to the Deputy Minister of Education, 44 Eglinton Ave. W., Toronto 12, as early as possible in the school year with a request that he be granted a Letter of Standing. Such Letter of Standing is valid for teaching in the elementary schools of Ontario until the close of the school year in which it is issued. If a person holding such letter obtains a teaching position in Ontario and it is certified by his Inspector of Schools at the close of the teaching year that he is suitable in every way to teach in the province, he may be granted an Interim Second Class Certificate or an Interim Elementary-School Teacher's Certificate valid for teaching in the elementary schools of the province.

In the case of a person qualified as a teacher in a foreign country where English is not the mother tongue, the applicant must be interviewed by a committee set up for the purpose in the Department of Education, 44 Eglinton Ave W., Toronto 12. This committee may recommend the acceptance or rejection of the applicant, and may advise with regard to the further preparation required for certification as a teacher in Ontario.

Certificates

Candidates Holding High School Assistant's Certificates

A candidate who holds an Interim High School Assistant's Certificate may qualify for an Interim Elementary-School Teacher's Certificate by attending a Teachers' College for the January to June term and by passing in practice teaching and in the final examinations in Group 1 of the One-year Course for an Interim Elementary-School Teacher's Certificate.

The holder of a Permanent High School Assistant's Certificate may, upon accepting a contract from a board to teach in the grades of an elementary school, be granted an Interim Elementary School Teacher's Certificate, Standard 4.

Candidates Holding Permanent Elementary-School Certificates, Standard 4

The holder of a Permanent Elementary-School Teacher's Certificate, Standard 4, may, upon accepting a contract from a board to teach in the grades of a secondary school, be granted an Interim High School Assistant's Certificate, Type B.

Candidates Holding Permanent Primary School Specialist's Certificates

A candidate who holds a Permanent Primary School Specialist's Certificate may qualify for an Interim Elementary-School Teacher's Certificate by passing the final examinations in Group 1 of the One-year Course.

Additional Professional Certificates

The Department of Education offers summer courses in a wide range of subjects, including Art, Audio-Visual Methods, Auxiliary Education, Elementary School Teacher Librarians, Guidance, Industrial Arts, Intermediate Education, Mathematics, Junior Education, Language Arts, Music, Physical and Health Education, Primary Methods, Teaching French to English-speaking Pupils in Elementary Schools, and Teaching the Deaf. Each course leads to a special certificate in a particular subject area.

As summer courses are offered in many different centres throughout the province each year, teachers have a choice of centre as well as of subject. Summer courses, up to a maximum of five, may be used to upgrade an Elementary School Teacher's Certificate to Standard 2 or Standard 3.

Information concerning the courses offered during the summer of 1968 will be sent to Teachers' Colleges early in 1968.

Permanent Certificates

The requirements for proceeding from an Interim Elementary-School Teacher's Certificate to a Permanent Elementary-School Teacher's Certificate are outlined in Circular 614, *Memorandum Re Basic Teaching Certificates Valid in Elementary Schools*, a copy of which may be obtained from the Deputy Minister of Education, 44 Eglinton Ave W., Toronto 12.

Courses of Study
One-year Course

101 / Educational Psychology

1. Child Study

The physical, mental, emotional and social growth of children through infancy, childhood and adolescence; individual differences; the handicapped child; the adjustment of the individual; guidance and counselling at the elementary school level.

2. Mental Health

The mental health of the school child; the emotionally disturbed child; the mental health of the teacher; conditions in school favourable to the growth of healthy personalities; inter-personal and inter-group relationships; understanding the behaviour problems of children.

3. General Methodology

Aims in education; learning; factors affecting learning; knowledge, skills, habits, attitudes; principles of lesson planning; lesson plans; types of lessons; questioning; story-telling; use of textbooks; audio-visual aids; seatwork; project and enterprise as co-operative learning activities; organization of units of work into lesson sequences; measurement of learning; preparation and grading of written tests and examinations; diagnostic and achievement tests; intelligence tests; teaching exceptional children.

102 / School Management

1. Classroom Management

Classroom environment — furnishings, equipment, lighting, heating, ventilation and decoration; responsibility for school property.

Classroom administration — classification of pupils, routines, supervision, grouping for instructional and workshop-type activities, extra-curricular activities, development of self-control, treatment of misdemeanours, and suspension and expulsion of pupils.

Preparation for teaching — time-tables, daily plans, planning the work for the first day, week, term and year.

2. The Teacher

Personal qualifications; health; relations with pupils, parents, community, trustees, supervisors, colleagues, Home and School Association and other agencies concerned with child welfare; professional organizations; The Ontario Teachers' Federation; parent-teacher interviews; Department of Education Summer Courses; local in-service courses, under-graduate and post-graduate university courses.

3. The Teaching Position

Certification; appointment; tenure; resignation; dismissal; sick leave; superannuation.

4. The Ontario School System

The Department of Education; local administrative units; the inspector; the principal; the teacher; records and reports; school days and holidays; attendance register; Ontario School Report folders; pupil report cards; text-book regulations; objectives and organization of the Kindergarten, Primary, Junior, Intermediate, and Senior Divisions; pupil promotions; appropriate sections of Ontario School Law and Regulations; auxiliary education; elementary guidance.

103 / English, Part I (Primary Division)

1. Speech

Aims of speech instruction in the Primary Division; opportunities for oral expression in the classroom; encouragement of desirable speech habits; example of the teacher; correction of faulty speech.

2. Reading

Reading readiness; methods of teaching reading; phonics; reading groups; reading levels; reading skills; common reading disabilities; use of approved basic readers; use of teachers' manuals; supplementary reading; the school library.

3. Literature

Poetry and prose for appreciation; selection of stories and poems; methods of presentation; story-telling.

4. Composition

Development of oral and written language skills; conversation, story-telling, dramatization, verse making; opportunities for language experiences in the classroom.

5. Writing

Advantages of print-script in the Primary Division; methods of teaching; letter forms at successive levels of attainment; standards; example of the teacher; writing and the left-handed child.

6. Spelling

Methods of teaching; careful supervision of written work; use of approved text-books; causes of poor spelling; remedial work.

104 / English, Part II (Junior Division and Grades 7 and 8 of Intermediate Division)

1. Speech

Aims of speech instruction in the Junior Division and in Grades 7 and 8 of the Intermediate Division; opportunities for oral expression in the classroom; encouragement of desirable speech habits; example of the teacher; correction of faulty speech.

2. Reading

Objectives in reading instruction in the Junior Division and in Grades 7 and 8 of the Intermediate Division; reading groups; reading levels; reading skills; testing and remedial work; use of approved readers; use of teachers' manuals; types of reading; supplementary reading; the school library; library skills.

3. Literature

Objectives in the study of literature; the teaching of literature; guiding individual

reading; the school library; using the services of the public library; travelling libraries.

4. Composition

Methods of teaching oral and written composition; conversation; verse making; story-telling; dramatization; opportunities for oral and written language expression in the classroom; word study; sentence study; paragraph study; correct language forms; mechanics; use of the dictionary.

5. Writing

Methods of teaching writing; transition from print-script to round-hand writing; slanted cursive writing; supervision of writing in daily work; uniformity and individuality; writing and the left-handed pupil; use of standard scales in judging writing; example of the teacher.

6. Spelling

Careful supervision of written work; methods of teaching spelling; use of approved textbooks.

7. Grammar

Aim and scope of a typical course in grammar in Grades 7 and 8; methods of teaching grammar; application to oral and written English.

105 / Mathematics

1. Primary Division

Objectives of arithmetic instruction in the Primary Division; number knowledge of pupils entering school; sequence of topics; methods of teaching; social applications of number; opportunities for number experiences in and out of school; materials of instruction; measurement of number achievement.

2. Junior Division

Objectives of arithmetic instruction in the Junior Division; sequence of topics; methods of teaching; relationship of arithmetic to daily living; drill and practice; materials of instruction; diagnostic testing and remedial instruction; measurement of achievement; use of textbooks.

3. Grades 7 and 8 of the Intermediate Division

Objectives of mathematics instruction in Grades 7 and 8; sequence of topics; methods of teaching; relationship of mathematics to daily living; drill and practice; materials of instruction; testing and remedial instruction; measurement of achievement; use of textbooks; relationship of mathematics program in Grades 7 and 8 to that of Grades 9 and 10 of the Intermediate Division.

106 / Social Studies (History and Geography)

1. Primary Division

Scope and objectives of a typical program in social studies in the Primary Division; child experiences related to the family, helpers, neighbourhood, and community as a basis for discovering principles of social living; development of good social attitudes; stories illustrating good family or personal relationships; excursions; directed observations; group activities; audio-visual aids; opportunities for teaching provided by special occasions, e.g., Thanksgiving, Commonwealth Day, etc.; correlation with oral language, reading, art, etc.

2. Junior Division

Scope and objectives of a typical program in social studies in the Junior Division; methods of teaching; pupils' records; use of the globe; map exercises; group activities; illustrations of conservation practices; development of good citizenship from the home to the United Nations; study of current events; supplementary reading; audio-visual aids; correlation with language, reading, handwork, art, etc.

3. Grades 7 and 8 of the Intermediate Division

Scope and objectives of the alternative programs of history and geography and of social studies in Grades 7 and 8; consideration of the new courses in history and geography; methods of teaching; pupils' records; use of the globe; map study; use of topographical maps of local areas; study of conservation practices; field trips and excursions; co-operative class work; activities related to the development of good citizenship in the home; the school, the community, the nation; the British Commonwealth of Nations; the United Nations; study of current events; correlation with oral and written language activities; supplementary reading; audio-visual aids.

107 / Science

1. Primary Division

Purpose of the course; review from the standpoint of pedagogy of topics from a typical course of study in natural science for Grades 1, 2, and 3; the class excursion; activities related to window boxes, insect cages, aquaria, vivaria; methods of studying common natural phenomena, e.g., snow, frost, rain, moon, sun, buds, leaves, flowers, seeds, cocoons; nature calendars; conservation of wild flowers, birds, etc.; correlation of science with other subjects of the curriculum.

2. Junior Division, and Grades 7 and 8 of the Intermediate Division

Purpose of the course; review from the standpoint of pedagogy of topics from typical courses of study in science for the Junior Division and for Grades 7 and 8 of the Intermediate Division; soil, forest, water, and wild life conservation; specimen study; assigned observations; use of aquaria, vivaria, insect cages, etc.; simple experimentation; projects, e.g., making collections, feeding birds, making school gardens, school-ground improvements, etc.; use of library for research; correlation with other subjects of the curriculum; pupils' records; equipment; relationship of science program in Grade 7 and 8 to that of Grades 9 and 10 of the Intermediate Division.

108 / Art

1. General Methodology

The purposes of teaching art; characteristics of contemporary art education; the picture-making program; the program in three-dimensional materials; stages of development in child art; appraisal of children's work.

2. Core Activities

Picture-making; study of design in relation to art activities, to contemporary and traditional art production, and to daily living; art related to the teaching of other school subjects.

3. Supplementary Activities

Exploration of some of the following activities: linoleum cutting; carving; marionette and puppet-making; paper sculpture; silk screen printing; poster-making; model building; stencilling on paper and textiles; book craft; modelling and ceramics; advanced drawing.

109 / Music

1. General Methodology

Objectives of music instruction in the elementary school; methods of teaching music by rote and by note; problems in the primary grades, the rhythm band, the child voice; the adolescent voice; use of the pitch-pipe, piano, record-player, and radio; elementary conducting; correlation of music and other subjects; the music festival; relationship of teacher and supervisor.

2. Core Activities

Study of suitable song material; rote singing; use of tonic SOL-FA syllables; ear training; sight-singing from staff notation; music writing; part-singing; development of appreciation through participation and listening.

3. Supplementary Activities

Choral and instrumental groups.

110 / Physical Education

Purpose of the course; objectives of the physical education program in the elementary school; scope of a typical program in physical education in the Primary Division, in the Junior Division, and in Grades 7 and 8 of the Intermediate Division; methods of teaching; adaptations of the program for rural and urban schools; equipment; the planning of recreation periods — recess; noon-hour, after school, etc.; organization of play days; safety procedures.

111 / Health

Purposes of health program; objectives of health teaching in the elementary school; scope of a typical program in health education in the Primary Division, in the Junior Division, and in Grades 7 and 8 of the Intermediate Division; methods of teaching; correlation with other school subjects; healthful school living; health services in the school and community; the teachers' personal health; duties of the teacher, pupils, and trustees as determined by the provisions of the Ontario Health Acts and Regulations.

112 / History and Philosophy of Education

A study of the historical and philosophical backgrounds of education; Greek education; Roman education; educational thought in the Middle Ages; education during the Renaissance; contributions made to modern educational thought and practice by Comenius, Locke, Bacon, Rousseau, Basedow, Pestalozzi, Herbart, Froebel, Montessori, Dewey; development of education in Ontario; role of the Federal Government; current theories of education; current practices and problems.

113 / Library Methods

1. School Library Service

The Teachers' College library; use of card catalogues, indexes, reference books, periodicals, and picture files; the function of the library in the elementary school; the relation of the school to the community or public library; the travelling library; the rural school library; selection and purchase of books; library records.

2. Children's Literature

Development of children's literature; guiding the child's reading program; modern trends in text, illustration, and format of children's books.

114 / Religious Education

1. Religious Exercises

Conducting prayers, hymns, and the National Anthem; oral reading of the Scriptures; speaking of memorized verses; choral speaking.

2. Methodology

Use of the Teachers' Guides; story telling; dramatization; memorization; manual activities; use of the enterprise; seatwork; adapting the program to the rural school; treatment of typical lesson units; review; correlation with other subjects.

3. Departmental Regulations

A study of the regulations relating to Religious Exercises and Religious Education in the Public Schools.

115 / Religious Instruction

Religious instruction for students will be provided by local clergymen of the different denominations.

Courses of Study
Experimental Courses, 1967-68

401 / Educational Psychology

The physical, mental, emotional, and social growth of children; atypical behaviour requiring referral to specialists; the emotionally disturbed child; behaviour in relation to child need; guidance of learning; motivation, transfer, reinforcement, perception; growth of self-concept; research studies on learning; Thorndike, Skinner, Bruner, Piaget, Taba; curriculum objectives related to child learning; development and administration of testing programs; simple statistical procedures; fostering good mental health; guidance counselling.

402 / History and Philosophy of Education

This course should reflect the changing purposes of education from Grecian to modern times and should emphasize the contributions of the individual philosophers noted to modern educational thought and practice.

Greek education: Homer; Spartan nationalism; Athenian education; the Sophists, Socrates, Plato, Aristotle; Roman education; Scholasticism: Augustine, Origen, Ambrose, Alcuin, Aquinas; church and state; founding of universities; Renaissance education; Erasumus, Vives, Da Feltre; Luther; Locke, Comenius, Bacon; Rosseau; Pestalozzi, Herbart, Montessori, Froebel; Progressive Education and John Dewey; highlights of the history of education in Ontario emphasizing Ryerson and Strachan; modern educational problems; Kibbutz schools, Russian education, Danish folk schools.

403 / School Law and Administration

Classroom management; classroom environment; classroom administration: routines, supervision, monitors, grouping, spare-time activities, discipline, homework, attendance; planning in the classroom; extra-curricular activities; report cards; O.S.R. cards; parent-teacher interviews; guidance; introduction to teaching; regulations and extracts from the statutes; educational organizations; Ontario Teachers' Federation; the teacher: qualifications, personal development, position in the community.

404 / Methods in English

Language development; listening and speaking; reading and writing; individual differences among children in reading ability; reading levels; grouping; directed reading; individual reading; study skills; study plans; oral reading; principles of teaching poetry; principles of teaching prose; study of a novel; speech arts: semantics, the speaking voice, public speaking; group discussion and debate; oral interpretation of literature; choral reading; composition; spelling; handwriting; grammar; relating ability of children in language arts to grade level.

405 / General Methodology (in subjects other than English)

The teaching-learning situation; lesson aims; lesson planning; instructional techniques; questioning, use of the blackboard, story-telling, texts, and illustrative

material, induction-deduction; skill forming lessons; drill and review; appreciation; developing creative abilities; technological aids; tape recorder, record player, overhead projector, slides, filmstrips, sound film, television, radio; planning large units of work; enterprise and project methods.

A survey from the viewpoint of the teacher, of how the subjects of mathematics, science, social studies, art, music, physical and health education, may best be presented to children throughout the grades of the elementary school. In general, the courses to be followed will be similar to those for the subjects of the one-year courses as outlined in the Teachers' College Calendar.

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PRENDERGAST, *Recreation Time.* Dent, 1949.
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Social Studies (Geography and History)

ANDERZHON, *Steps in Map Reading.* Gage, 1950.

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MICHAELIS, *Social Studies for Children in a Democracy (Third Edition).* Prentice-Hall, 1963.

MOFFATT and HOWELL, *Elementary Social Studies Instruction.* Longmans Canada Ltd., 1952.

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PRESTON, *Teaching Social Studies in the Elementary School.* Holt, Rinehart & Winston, 1964.

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Part II

Calendar of the Sudbury Teachers' College and University of Ottawa Teachers' College

The Sudbury Teachers' College and The University of Ottawa Teachers' College

Location and Courses

Two courses, each leading to a certificate valid for teaching for five years in elementary-school classrooms attended by French-speaking pupils where, with the approval of the Minister, both English and French are used as languages of instruction in various subjects of the courses of study, will be offered, during the College year 1967-1968, at the Sudbury and University of Ottawa Teachers' Colleges. These are:

1. a One-year Course, for applicants who hold the required Grade 13 or equivalent standing, leading to an Interim Elementary-School Teacher's Certificate;
2. a Two-year Course, for applicants who hold the required Grade 12 standing, leading to an Interim Elementary-School Teacher's Certificate.

Conditions of Admission

The academic requirement in September, 1967, for admission to the One-year course leading to an Interim Elementary School Teacher's Certificate is standing in:

1 the three-hour paper in Grade 13 English (or English Composition and English Literature of this Grade);

2 the three-hour paper in Grade 13 français (or littérature française and composition française of this Grade); and

3 three additional Grade 13 credits.

The following three-hour Grade 13 examinations, if written successfully, will count as two credits; English, français, French, German, Greek, Italian, Latin, Russian, Spanish, Mathematics A and Mathematics B. The following Grade 13 examinations, if written successfully, will count as one credit: History, Geography, Algebra, Geometry, Trigonometry and Statics, Mathematics of Investment, Physics, Chemistry, Biology, Botany, Zoology, Accountancy Practice, Secretarial Practice, Music, Art, and the Composition, Authors, or Literature part of a paper written prior to 1966. An applicant, however, may not claim more than two credits for standing in any one language or more than two credits for any combination of Botany, Zoology, and Biology.

In lieu of the Grade 13 standing required, an applicant may submit evidence of successful completion of the Pre-University year of the University of Ottawa provided that the course includes English 10 or 13, or Anglais 0422 and français 0412 and 0432 or evidence of successful completion of the Preliminary Year at the Laurentian University of Sudbury provided that the course includes English 1, or English 2 and 3, and français 1, or français 2 and 3.

The academic requirement in September, 1967, for admission to the Two-year Course leading to the Interim Elementary-School Teacher's Certificate will be the Secondary School Graduation Diploma of the General Course with at least *four* options, one of which shall be littérature française and composition française.

Special provisions are made for the admission to a Teachers' College of persons with service in the Forces during the Second World War. Ex-servicemen and ex-servicewomen who wish to attend the Sudbury Teachers' College or the University of Ottawa Teachers' College and who hold at least Grade 12 standing are advised to place their cases before the Registrar of the Department of Education, 44 Eglinton Ave. W., Toronto 12, stating the secondary school standing held and making clear the nature and duration of their war service.

Other Requirements

For other requirements for admission to the Teachers' College, applicants are referred to Part I of this Calendar, pages 23 to 25.

Programs of Study

One-year Course

The program of studies for the one-year courses at the Sudbury Teachers' College and the University of Ottawa Teachers' College, during the college year 1967-1968, shall be as follows:

Group 1 Educational Psychology; School Management; English, Part I; English, Part II; French, Part I; French, Part II; Mathematics; Social Studies; Art; Music; Physical Education; Health; a minimum course in Science.

Group 2 Directed observation and practice teaching in urban and rural elementary schools.

Group 3 Library Methods; Religious Instruction.

Two-year Course, Sudbury Teachers' College

The program of studies for the Two-Year Course, First Year, shall be as follows:

Group 1 Français; *two* of History, Geography, Mathematics; Child Psychology; Methods in French, Parts I and II, First Year; Methods in English, Parts I and II, First Year; Methods in Social Studies; Methods in Science; Methods in Music OR Art and Methods in Health OR Physical Education.

Group 2 Directed observation and practice teaching in urban and rural elementary schools.

Group 3 Library Methods; Religious Instruction.

The program of studies for the Two-year Course, Second Year, shall be as follows:

Group 1 Français; English; *one* of History, Geography, Latin, not taken in the First Year; Educational Psychology; School Management; Methods in French, Parts I and II, Second Year; Methods in English, Parts I and II, Second Year; Methods in Mathematics; Methods in Art OR Music and Methods in Physical Education OR Health (whichever two subjects were not offered during the First Year).

Group 2 Directed observation and practice teaching in urban and rural Elementary Schools.

Group 3 Children's Literature; Audio-Visual Education; Religious Instruction.

NOTE: **To obtain an Interim Elementary School Teacher's Certificate, Standard 1, a candidate must achieve standing in all professional subjects and at least 7 academic credits.**

Two-year Course, University of Ottawa Teachers' College

The program of studies for the Two-year Course, First Year, shall be as follows.

Group 1 Français; Latin *or* Mathematics; History; Child Psychology; Methods in French, Parts I and II, First Year; Methods in English, Parts I and II, First Year; Methods in Social Studies; Methods in Science; Methods in Music; Methods in Health or Physical Education.

Group 2 Directed observation and practice teaching in urban and rural elementary schools.

Group 3 Library Methods; Religious Instruction:

The program of studies for the Two-year Course, Second Year, shall be as follows:

Group 1 Français; English; Geography *or* Mathematics; Educational Psychology; School Management; Methods in French, Parts I and II, Second Year; Methods in English, Parts I and II, Second Year; Methods in Mathematics; Methods in Art; Methods in Physical Education or Health.

Group 2 Directed observation and practice teaching in urban and rural elementary schools.

Group 3 Children's Literature; Audio-visual Education; Religious Instruction.

NOTE: **To obtain an Interim Elementary School Teacher's Certificate, Standard I, a candidate must achieve standing in all professional subjects and at least 7 academic credits.**

Concurrently with the study of methods, there will be a review from the standpoint of pedagogy of the content of the subjects of the Primary and Junior Divisions, and of Grades 7 and 8 of the Intermediate Division. While detailed treatment of the work of the Kindergarten and of Grades 9 and 10 will not be required, attention will be directed to the place of the Kindergarten in the educational system, and to the scope and objectives of the Intermediate Division as a curriculum unit.

Directed observation and practice teaching for each student will be arranged as far as practicable to include experience in the various Divisions of the elementary school in urban and rural classrooms. Observation and practice teaching in Grades 9 and 10 will not be required.

Students who exhibit marked deficiencies in scholarship or skills, or whose practice teaching may be affected by adverse personality factors, will be organized into groups under the guidance of the staff for the purpose of planning and carrying out a program of self-improvement.

Sessional Records

Sessional records will consist of the records of term examinations, oral and written class tests, and practical work. The general attitude of the student to his work, his adaptability to teaching, and the probability of his future success as a teacher will be taken into consideration in determining his sessional standing.

A student who in any examination subject obtains 66 per cent of the marks assigned to that subject on the sessional records may, on the recommendation of the staff, be exempted from the final examination in that subject.

Final Standing

The final examination papers in Group 1 of the One-year courses and of the Two-year Course, First and Second years, will be prepared by the staff of each

Teachers' College and will be written at the end of the second term on the dates and at the hours set by the Department of Education.

One-year Course

The final examination papers of the One-year Course shall be: Educational Psychology; School Management; English, Part I; English, Part II; French, Part I; French, Part II; Mathematics; Social Studies; Art and Music; Physical Education and Health.

The maximum number of marks for each examination subject will be 200, of which 100 will be allowed for sessional records and 100 for the final examination.

The standing of extra-mural candidates will be determined by the final written examinations. For this purpose the maximum of marks in the case of each paper will be 200.

A candidate who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Group 1, and who obtains pass standing in practice teaching, shall, on the recommendation of the staff, be granted an Interim Elementary-School Teacher's Certificate.

Candidates otherwise qualified who fail in not more than two of the examination subjects of Group 1, and who pass in practice teaching, may be exempted from further attendance and may complete their standing by writing at one or more future annual examinations the final paper or papers in the subjects in which they have failed.

All other candidates who have failed to secure the necessary final standing shall be required to repeat the course by attendance at a subsequent January to June term at either the Sudbury Teachers' College or the University of Ottawa Teachers' College, and by passing in the practice teaching and the final examinations of that term. Such students are advised, however, to repeat the entire session if possible.

Two-year Course, First Year, Sudbury Teachers' College

The final examination papers of the First Year of the Two-year Course shall be: français; History, Geography, Mathematics; Child Psychology; Methods in French, Parts I and II, First Year; Methods in English, Parts I and II, First Year; Methods in Social Studies; Methods in Science; Methods in Music OR Art; Methods in Health OR Physical Education.

Two-year Course, First Year, University of Ottawa Teachers' College

The final examination papers of the First Year of the Two-Year Course shall be: français; Latin or Mathematics; History; Child Psychology; Methods in French, Parts I and II, First Year; Methods in English, Parts I and II, First Year; Methods in Social Studies; Methods in Music; Methods in Science and Health.

A candidate in the First Year of the Two-year Course who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Group 1, and who obtains pass standing in practice teaching, shall, on the recommendation of the staff, be admitted to the Second Year of the Course.

Candidates in the First Year of the Two-year Course who fail in not more than two of the examination subjects of Group 1 of the First Year and who pass in practice teaching will be granted conditional admission to the Second Year of the Course, but such candidates will be required to write at the next annual examination the final paper or papers in the subjects of the First Year in which they failed, and shall not be granted standing for the First Year until they have passed in such paper or papers.

Candidates in the First Year of the Two-year Course who fail in practice teaching, or who pass in practice teaching but fail in three or more of the exam-

inations of Group 1 of the First Year, may complete their standing by repeating attendance from September to June in a subsequent school year, preferably at a different Teachers' College, and by passing in practice teaching at the final examinations in that year.

It should be noted that students in the First Year of the Two-year Course, 1967-1968, will not be eligible for employment by Boards of Trustees as teachers for the school year 1968-1969, and that no Letters of Permission authorizing the employment of such students in that school year will be issued to Boards of Trustees. This ruling applies to students who are successful in the First Year and those who fail to obtain complete standing.

Two-year Course, Second Year, Sudbury Teachers' College

The final examination papers of the Second Year of the Two-year Course shall be: français; English; History, Geography, Latin; Educational Psychology; School Management; Methods in French, Parts I and II, Second Year; Methods in English, Parts I and II, Second Year; Methods in Mathematics; Methods in Art OR Music; Methods in Physical Education OR Health.

Two-year Course, Second Year, University of Ottawa Teachers' College

The final examination papers of the Second Year of the Two-year Course shall be: français; English; Geography or Mathematics; Educational Psychology; School Management; Methods in French, Parts I and II, Second Year; Methods in English, Parts I and II, Second Year; Methods in Mathematics; Methods in Art; Methods in Physical Education or Health.

A candidate in the Second Year of the Two-year Course who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Group 1, and who obtains pass standing in practice teaching, shall, on the recommendation of the staff, be granted an Interim Elementary-School Teacher's Certificate.

Candidates in the Second Year of the Two-year Course who are otherwise qualified, who fail in not more than two of the examination subjects of Group 1, and who pass in practice teaching, may be exempted from further attendance and may complete their standing by passing at one or more future annual examinations the final paper or papers in the subjects in which they have failed.

All other candidates in the Second Year of the Two-year Course who have failed to obtain the necessary final standing may complete the course by successful attendance, preferably at a different Teachers' College, at a subsequent January to June term.

Appeals

A candidate who has passed in practice teaching but has failed in one or more examination papers may have his case reconsidered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister of Education, 44 Eglinton Ave. W., Toronto 12, accompanied by a fee of $2 per paper, made payable to The Treasurer, Province of Ontario. This fee will be returned to the candidate if the appeal is sustained.

General Information

For information regarding opening and closing dates of the Teachers' College year, application for admission, board and lodging, duties of students, X-ray, medical examination, student organizations, etc., reference should be made to Part I of this Calendar.

Courses of Study, One-year Course

The details of the courses common to the Sudbury Teachers' College, the University of Ottawa Teachers' College, and the other Provincial Teachers' Colleges will be found in Part I of this Calendar. The courses in Science and History and Philosophy of Education, as given in the other Provincial Teachers' Colleges are replaced in the Sudbury Teachers' College and the University of Ottawa Teachers' College by courses in French, Part I, and French, Part II, although a minimum course in Science is provided. The courses in English, Part I, and English, Part II, outlined below, are to be substituted for the corresponding courses, 103 and 104, outlined in Part I of this Calendar.

150 / Français, 1ère Partie (Division primaire)

1. La diction

L'amélioration de la prononciation et de l'articulation; exercices appropriés; le chant; l'acquisition de bonnes habitudes de langage; la correction des fautes courantes; l'exemple du maître.

2. La lecture

Son importance; préparation et initiation à la lecture; méthodes à recommander; lecture expressive; lecture silencieuse; travail personnel; défauts en lecture, corrections; lecture supplémentaire tirée des leçons de composition orale; manuels de lecture; manuel de base; livres supplémentaires; la lecture et la diction; corrélation entre la lecture, l'écriture et l'orthographe.

3. La littérature

Son but; l'étude de contes, de poèmes faisant appel aux jeunes enfants; la narration d'une conte; l'enseignement d'un poème; la mémorisation.

4. La composition

Son importance; les conditions qui favorisent le bon langage; la correction et l'enrichissement du vocabulaire: historiette, composition d'après image, causerie familière, leçon d'observation, emploi des verbes fréquemment usités.

5. L'orthographe

Son importance; l'orthographe grammaticale: maitière à enseigner; méthodes à suivre; l'orthographe usuelle: choix de mots; méthode sensorielle; corrélation; entre l'orthographe et les autres matières. L'enseignement occasionnel de l'orthographe.

151 / Français, 2e Partie (Division junior; division intermédiaire: 7e et 8e années)

1. La diction

Son importance; moyens de faire acquérir une bonne diction: exemple du maître, chant, conversation, lecture orale, exercices spéciaux. La correction des fautes habituelles; les "bouches molles": causes, remèdes; l'étude de la phonétique par le maître.

2. La lecture

Son importance; objectifs à atteindre; fautes habituelles; enseignement préventif et enseignement correctif; étude des manuels approuvés; le livre du maître; genres de lecture; corrélation; bibliothèque scolaire.

3. La littérature

Objectifs à atteindre; prose et poésie aux différents stades de la scolarité; la leçon de littérature; la mémorisation; les centres d'intérêt; l'étude élémentaire de la versification; la bibliothèque scolaire; la formation littéraire de l'instituteur.

4. La composition

Discussion des méthodes propres à améliorer le parler de l'enfant: historiette, composition d'après image, causerie familière, exercice d'observation, correction de fautes habituelles; le carnet de vocabulaire; l'emploi du dictionnaire; l'initiation à la rédaction; la lettre; choix de sujets; opérations fondamentales: invention, disposition, expression; correction; corrélation entre la composition et les autres sujets; la bibliothèque scolaire.

5. L'orthographe

L'étude des manuels approuvés; la leçon d'orthographe; la forme variée des leçons de revue; nécessité de soigner l'orthographe dans tout devoir écrit; l'emploi de dictionnaire; la corrélation entre l'orthographe et la lecture supplémentaire; la dictée préparée à dictée à première vue; la correction des fautes; les concours.

6. La grammaire

Son utilité particulière dans l'étude du français; ce qu'on doit enseigner aux différents stades de la scolarité; les parties variables du discours: leur importance; l'enseignement basé sur la langue que parle l'enfant; méthode discursive dans la découverte des règles et des définitions; les propositions; construction de phrases renfermant des propositions de divers genres; analyse de la phrase.

152 / English, Part I (Primary Division)

1. Speech

Aims of speech instruction with respect to English in classes attended by French-speaking pupils in the Primary Division; conversation lessons to establish desirable speech habits; preventive and remedial treatment of faults in speech prevalent among French-speaking pupils.

2. Reading

Reading readiness in French-speaking classes with respect to English reading; methods of teaching reading; treatment of phonic values different or absent in French; reading groups; reading levels; reading skills; common reading disabilities; use of approved basic readers; use of teachers' manuals, supplementary reading; the school library.

3. Literature

Stories within the capacity of French-speaking pupils to understand and enjoy; simple rhymes and verses; methods of presentation; memorization; story telling.

4. Composition

Composition lessons to provide a basic vocabulary; the direct method *versus* the translation method; development of connected sequential expression; formal lessons based on personal experiences, stories for reproduction, pictures, familiar objects, dramatization; informal use of English in ordinary school activities; adjustment of teaching procedures to meet needs of particular school areas.

5. Writing

Advantages of print-script in the Primary Division; methods of teaching; letter forms at successive levels of attainment; standards; example of the teacher; writing and the left-handed child.

6. Spelling

Methods of teaching; careful supervision of written work; use of approved textbooks; causes of poor spelling; remedial work.

153 / English, Part II (Junior Division and Grades 7 and 8 of Intermediate Division)

1. Speech

Aims of speech instruction with respect to English in classes attended by French-speaking pupils in the Junior Division and in Grades 7 and 8 of the Intermediate Division; opportunities for oral expression in the classroom; encouragement of desirable speech habits; example of the teacher; preventive and remedial treatment of faults in speech prevalent among French-speaking pupils.

2. Reading

Objectives in English reading instruction in the Junior Division and in Grades 7 and 8 of the Intermediate Division; reading groups; reading skills; testing and remedial work; use of approved readers; use of teachers' manuals; types of reading; supplementary reading; the school library; library skills.

3. Literature

Objectives in the study of English literature; methods of teaching; selection of stories and poems within the abilities of French-speaking pupils at various levels in the Junior Division and in Grades 7 and 8 of the Intermediate Division; guiding individual reading; the school library; using the services of the public library; travelling libraries.

4. Composition

Methods of teaching oral and written composition; choice of content to give French-speaking pupils a practical working knowledge of English; conversation; story-telling; dramatization; opportunities for oral and written language expression in the classroom and on the playground; word study; systematic use of English in teaching school subjects other than the formal branches of English; sentence study; paragraph study; correct language forms; mechanics; marking pupils' oral and written compositions; goals of achievement at the various grade levels.

5. Writing

Methods of teaching writing; transition from print-script to round hand writing; slanted cursive writing; supervision of writing in daily work; uniformity and individuality; writing and the left-handed pupil; use of standard scales in judging writing; example of the teacher.

6. Spelling

Careful supervision of written work; methods of teaching spelling; use of approved textbooks.

7. Grammar

Aim and scope of a typical course in grammar in Grades 7 and 8; relation of French and English grammar; methods of teaching English grammar to French-speaking pupils; construction and usage which have a direct bearing on the pupils' understanding and use of the English language; application to oral and written English.

Courses of Study, Two-year Course, First Year

10a **Français**
(Academic) French language and literature at Grade 13 or pre-university level.

11a **Latin**
(Academic) Latin at Grade 13 or pre-university level.

12a **Mathematics**
(Academic) For topic outlines see Curriculum S12C.

13a **History**
(Academic) History at Grade 13 or pre-university level.

14a **Geography**
(Academic) Geography at Grade 13 or pre-university level.

NOTE: Details of the above academic courses will be supplied by the Principal of the Teachers' College concerned.

Child Psychology
See Course 101, page 31, under Child Study and Mental Health.

Methods in French, Parts I and II
See Courses 150 and 151, pages 56 and 57.

Methods in English, Parts I and II
See Courses 152 and 153, pages 57 and 58.

Methods in Social Studies
See Course 106, page 33.

Methods in Science
See Course 107, page 34.

Methods in Art
See Course 108, page 34.

Methods in Music
See Course 109, page 35.

Methods in Physical Education
See Course 110, page 35.

Methods in Health
See Course 111, page 35.

Courses of Study, Two-year Course, Second Year

20a **Français**
(Academic) French language and literature at Grade 13 or pre-university level.

21a **English**
(Academic) English at Grade 13 or pre-university level.

22a **Geography**
(Academic) Geography at Grade 13 or pre-university level.

23a **Mathematics**
(Academic) For topic outlines see Curriculum S12C.

24a **History**
(Academic) History at Grade 13 or pre-university level.

25a **Latin**
(Academic) Latin at Grade 13 or pre-university level.

NOTE: Details of the above academic courses will be supplied by the Principal of the Teachers' College concerned.

Educational Psychology
Introduction to educational psychology; nature, growth, and measurement of intelligence; individual differences; the learning process; transfer of learning; education of exceptional children; educational measurements; nature and development of personality; personality adjustment; the mental health of the teacher; conditions in school favourable to the growth of healthy personalities.

School Management
See Course 102, page 31.

Methods in French, Parts I and II
See Courses 150 and 151, pages 56 and 57.

Methods in English, Parts I and II
See Courses 152 and 153, pages 57 and 58.

Methods in Mathematics
See Course 105, page 33.

Methods in Art
See Course 108, page 34.

Methods in Music
See Course 109, page 35.

Methods in Physical Education
See Course 110, page 35.

Methods in Health
See Course 111, page 35.

Outlines of Academic Courses First and Second Years

Français

Littérature française, des origines à la fin du XVIIe siècle.
Moyen Age. L'épopée *(Chanson de Roland,* Larousse); l'amour courtois *(Tristan et Iseut);* le théâtre (miracles, *Pathelin);* Villon.
Renaissance. Rabelais; La Pléiade (Ronsard, du Bellay); Montaigne.
XVIIe siècle. Malherbe (sa réforme). Corneille, *Horace* (Hatier). Pascal, *Pensées.* Bossuet (l'orateur chrétien). Racine, *Andromaque* ou *Athalie* (Hatier). Molière, *L'Avare* (Hatier). La Fontaine, *Fables.* Mme de Sévigné. Mme de La Fayette, La Bruyère et Fénelon (extraits).
Travaux pratiques de dissertation et explication de textes. Lectures supplémentaires et rapports de lecture à la discrétion du professeur.
Auteurs recommandés: André Lagarde et Laurent Michard, *Les grands Auteurs français, Moyen Age, XVIe siècle, XVIIe siècle* (Bordas, Collection Textes et Littérature).

Latin

1. *Explication d'auteurs.* Cicéron, *Catilinaires,* I, #1-2, 6-18; IV, #14-19, 23-24. Virgile, *Enéide,* Chant I, vers 34-156; Chant II, vers 268-297; Chant III, vers 1-12, 121-171; Chant IV, vers 642-671, 688-705; Chant V, vers 838-871; Chant VI, vers 752-759, 777-807, 854-887; Chant VII, vers 8-24. Pline le Jeune, *Lettres,* I, 9; IV, 19; VI, 16.

2. *Lecture courante.*

3. *Thèmes et versions:* revue de la syntaxe d'accord, du complément et de la proposition simple.

4. *Histoire de la littérature.* Le génie latin à la fin du IVe s. avant J.-C., Cicéron, Catulle, César, Virgile, Pline le Jeune.

5. *Histoire, géographie et institutions*

Mathematiques — Mathematics

Programme tel que décrit dans la circulaire départementale "General and Advanced Levels of Instruction in Grade 13 Mathematics".

Histoire — History

Programme tel que décrit dans la circulaire départementale "General and Advanced Levels of Instruction in Grade 13 History".

English

English Literature to the XIXth Century and Composition.

1. Composition—The emphasis is upon remedial English. Grammar, punctuation, etc. are to be stressed.

2. Literature—Extensive study of Anglo-Saxon and of Middle English. Intensive study of literature from Shakespeare to nineteenth century. One novel: Conrad's *Heart of Darkness* or Waugh's *The Loved One.* Drama: Miller's *Death of a Salesman* and Shakespeare's *Henry IV, Part I* or his *Twelfth Night.*

Books of Reference

(Supplement to Reference List in Part I of this Calendar)

Art

AGEL et AGEL, *Précis d'initiation au cinéma* (2e édition). Editions et l'Ecole, Paris, France, 1957.
BOIVINEAU et BOULER, *L'enfance de l'art*. Lalergerie, 1959.
LAMBRY, *Le langage des lignes*. Maison de la Bonne Presse, Paris, France.
LAMBRY et LAMBRY, *Tous artistes*. Maison de la Bonne Presse, Paris, France.

Audio-Visual Education

GIRAUD, *Comment enseigner par les moyens audio-visuels*. Fernand Nathan, Paris, France, 1957.
LAFRANC ET AL, *Les techniques audio-visuelles au service de l'enseignement*. Editions Bourrelier, Paris, France, 1961.

Children's Literature

BOULIZON, *Anthologie littéraire*, 2 vols; Livres roses et séries noires. Beauchemin, Montréal, 1957.
BRYANT, *Comment raconter des histoires aux enfants*, 2 vols. Fernand Nathan, Paris, France.
CAPPE, *Expériences dans l'art de raconter des histoires* (2e édition). Casterman, Paris, France, 1952.
GERIN, *Tout sur la presse enfantine*. Centre de Recherches de la Bonne Presse, Paris, France, 1958.
SORIANO, *Guide de la littérature enfantine*. Flammarion, Paris, France, 1959.
TRIGON, *Histoire de la littérature enfantine de ma mère l'oye au roi Babar* (2e édition). Hachette, Paris, France.
VEROT, *Les enfants et les livres*. Sabri, Paris, France, 1954.

Educational Psychology

ARTHUS, *Un monde inconnu nos enfants* (3e édition). Casterman, Paris, France, 1957.
DUHR, *L'art des arts d'éduquer un enfant* (6e édition). Mulhouse, Editions Salvator, 1961.
JAQUIN, *Grand lignes de la psychologie de l'enfant* (2e édition). Fleurus, Paris, France, 1952.
LEIF et RUSTIN, *Pédagogie spéciale*. Delagrave, Paris, France, 1959.
MONTESSORI, *L'esprit absorbant de l'enfant*. Desclee de Brouwer, Paris, France, 1959.
PIAGET, *La naissance de l'intelligence chez l'enfant* (3e édition). Delachaux et Niestlé, Paris, France, 1959.
SCHLEMMER, *De l'enfant à l'homme*. Les Editions Ouvrières, Paris, France, 1958.

VINETTE, *Méthodologie spéciale; Pédagogie générale.* Centre de Psychologie et de Pédagogie, Montréal.

English

See Books of Reference, page 41.

French

BARBEAU, *Le français au Canada,* L'Académie Canadienne-Française, Montréal, 1963.

BRUN ET AL, *L'art de composer et de rédiger.* Baude, Bruxelles, Belgique.

CHANTAL, *Chroniques de français, tome 1,* (nouvelle édition). Editions de l'Université d'Ottawa, 1961.

CRESSOT, *Le style et ses techniques* (4e édition). Presses Universitaires de France, Paris, France, 1959.

DAVIAULT, *Langage et traduction.* Imprimeur de la Reine, Ottawa, 1962.

DROLET, *Bibliographie du roman canadien-français, 1900-1950.* Presses Universitaires Laval, Quebec, 1955.

GAGNON, *Sans cailloux.* Granger, Montréal, 1946.

GALICHET et MONDOUARD, *Grammaire française expliquée et enseignement méthodique de l'orthographe* (9e édition). Charles-Lavauzelle, Paris, France, 1961.

GREVISSE, *Le bon usage* (8e édition). Duculot, Paris, France, 1963.

LAURENCE, *Notre français sur le vif.* Centre de Psychologie et de Pédagogie, Montréal.

MAROUZEAU, *La linguistique ou science du langage* (3e édition). Geuthner, Paris, France, 1950.

VINAY et DARBELNET, *Stylistique comparée de français et de l'anglais.* Didier, Paris, France, 1958.

Health

BOURREIL, *Sciences naturelles; Anatomie et physiologie humaines; Hygiene.* Les Editions de l'Ecole, Paris, France, 1961.

DESIRE et VILLENEUVE, *Anatomie, physiologie, hygiène.* Centre Educatif et Culturel, Montréal, 1962.

ORIA et RAFFIN, *Anatomie et physiologie, microbiologie et secourisme, hygiène* (7e édition). Hatier, Paris, France, 1962.

Library Methods

DOUGLAS, *La bibliothèque d'école primaire et ses différentes fonctions.* U.N.E.S.C.O., Paris, France, 1961.

TOUPIN, *La bibliothèque à l'école.* Fides, Montréal.

VINET, *La bibliothèque, instrument de travail.* Centre de Psychologie et de Pédagogie, Montréal.

Mathematics

DIONNE, ROBERT et TRUDEL, *Introduction aux mathématiques nouvelles, Guide méthodique, Tome I.* Holt, Rinehart & Winston, 1966.

MIALARET, *L'enseignement des mathématiques.* Presses Universitaires de France, Paris, France, 1964.

PIAGET, BETH, ET AL. *L'enseignement des mathématiques.* Delachaux & Niestlé, Paris, France, 1960.

POLYA, *Comment poser et résoudre un problème.* Dunod, Paris, France, 1962.

Music

FENWICK, Riel, *La grande aventure du solfège*. Gage, Toronto.
FRAIKIN, *Premières initiations musicales par le disque*. Editions Universitaires, Bruxelles, Belgique, 1960.
PELLETIER, *Initiation à l'orchestre*. Fides, Montréal, 1948.

Physical Education

PAPLAUSKAS-RAMUNAS, *L'éducation physique dans l'humanisme intégral* (2e édition). Les Editions de l'Université d'Ottawa, 1960.

Religious Instruction

Catéchisme biblique, (3e édition). Editions du Cerf, Paris, France, 1958.
CATECHISME BIBLIQUE, Manuels: *Tome I, Dieu et Notre Rédemption; Tome II, L'Eglise et les Sacrements; Tome III, La Vie selon les commandements de Dieu; Tome IV, L'Etat final des choses*. Editions du Cerf, Paris, France.
JUNGMANN, *Catéchèse, objectifs et méthodes de l'enseignement religieux* (2e édition). Editions de Lumen Vitae, Bruxelles, Belgique, 1955.
LEFEBVRE et PERIN, *L'appel du Seigneur*. Editions de Gigord, Paris, France, 1961.
SIRONVAL, *Pour une pédagogie catéchétique*. Casterman, Paris, France, 1961.

School Management

See Books of Reference, page 46.

Science

GODIER, MOREAU et MOREAU, *Les leçons de choses, 2 vols*. Fernand Nathan, Paris, France, 1958, 1955.
LOUIS-MARIE, *Flore-manuel de la Provence de Québec* (3e édition). Centre de Psychologie et de Pédagogie, Montréal.

Social Studies

JOSSERAND, BASSECOULARD ET AL, *L'enseignement de l'histoire*. Bourrelier, Paris, France, 1951.
LANCTOT, *Histoire du Canada, Tomes I, II, III*. Beauchemin, Montréal, 1960, 1963, 1964.
TRUDEL, *Atlas historique du Canada français des origines à 1867*. Les Presses de l'Université Laval, Quebec, 1961.
WADE, *Les Canadiens français des 1760 à nos jours, Tome I; Les Canadiens français, Tome II*. Cercle du Livre de France, Montréal, 1963, 1964.

Part III

Calendar of the Primary School Specialist Certificate Course

The Teachers' College Primary School Specialist Certificate Course

Locations

A One-year course leading to an Interim Primary School Specialist's Certificate valid for teaching for five years in Junior and Senior Kindergartens and Grades 1 and 2 of the Elementary Schools of Ontario will be offered at the following centres provided that the number of applicants justifies the establishment of the Course:

Hamilton Teachers' College,
King Street West,
Hamilton, Ontario

Ottawa Teachers' College,
195 Elgin Street,
Ottawa, Ontario

Toronto Teachers' College,
951 Carlaw Avenue,
Toronto 6, Ontario

Conditions of Admission

For admission to the Interim Primary School Specialist Certificate Course, the applicant shall submit with her application,

(a) one of the following:

(i) an Interim or Permanent Ontario Elementary-School Teacher's Certificate or an Interim or Permanent Ontario First Class Certificate;

(ii) a certificate that the applicant holds a university degree. This degree must be from a university in the British Commonwealth of Nations and must be approved as to standard and content of courses by the Minister of Education.

(b) a certificate from a competent authority that the applicant is able to sing, read music and play at sight on the piano. (Required proficiency at the piano is comparable to that expected of a student who has completed Grade 8 at the Royal Conservatory of Music, Toronto. Final decision with regard to a candidate's proficiency in music will be made by the teacher of music at the Teachers' College in the early days of the Course).

If the applicant has not formerly attended a Teachers' College, she shall also submit:

(i) a birth certificate or a declaration by a parent or relative or other person cognizant of the fact, stating the place and date of her birth;

(ii) a certificate from a clergyman, or other competent authority, that she is of good moral character; and

(iii) evidence that she is a British subject with "landed immigrant" status or a Canadian citizen or has filed a Declaration of Intention to become a Canadian citizen.

A Declaration of Intention form may be obtained from a local Court of Canadian Citizenship or by writing to the Court of Canadian Citizenship, 55 St. Clair Ave. E., Toronto. For the registration fee, which is $2, the Court will issue an official receipt which will be accepted as evidence that the applicant has filed the required declaration.

Application Forms

An application form for admission to the Primary School Specialist Certificate Course may be obtained from the Principal of the college concerned after April 1. The application form should be returned to the Principal before July 15, with certificates of birth, character, and academic standing.

An admission card will be sent to each applicant who meets satisfactorily the requirements outlined in the official application form. *The card should be taken by the applicant to the Teachers' College when she reports on opening day.*

An applicant eligible for admission to the Primary School Specialist Course, who holds a Kindergarten Director's Certificate, a Kindergarten-Primary Certificate or a Primary Methods Certificate, Primary Methods, Parts I and II, may be exempted from attendance during the months of September, October, November and December.

Session, Terms, Vacations, Duties of Students, Financial Aid, etc.

For information regarding the above matters, applicants are referred to Part I of this Calendar.

Program of Study

The program of study for the course leading to the Interim Primary School Specialist's Certificate shall be as follows:

Group 1 Educational Psychology; School Management; History of Primary Education; English; Arithmetic; Social Studies; Health; Science; Art; Music; Physical Education.

Group 2 Library Methods; Methods in Religious Education; Religious Instruction.

Group 3 Directed observation and practice teaching in Junior and Senior Kindergartens and Grades 1 and 2 of the elementary schools.

Sessional Records

Sessional records will consist of the records of term examinations, oral and written class tests, and practical work. The general attitude of the student, her adaptability to teaching, and the probability of her future success as a teacher will be taken into consideration in determining her sessional standing.

A student who, in any examination subject, obtains 66 per cent of the marks assigned to the subject on the sessional records may, on the recommendation of the principal and staff, be exempted from the final examination in that subject.

Final Standing

The final examination papers in Group 1 of the course will be prepared by the staff of the Teachers' College and will be written during the last two weeks of the second term on the dates and at the hours set by the Department of Education. The six final examination papers shall be as follows: Educational Psychology; School Management and History of Primary Education; English; Arithmetic, Social Studies, Health, and Science; Art, Music, and Physical Education; Practical Music.

The maximum number of marks for each subject shall be 200 of which 100 shall be for the sessional record and 100 for the final examination. The maximum number of marks for practice teaching shall be 1000. The standing for extra-mural candidates shall be determined by the final examinations in which case the maximum number of marks for each subject shall be 200.

Where a student otherwise qualified obtains at least 600 marks in practice teaching, and, for each examination subject, is either exempted from writing the final paper on the basis of term work or obtains a total of 120 marks for the sessional record and the final examination, she shall be granted an Interim Primary School Specialist's Certificate.

A candidate who fails in not more than two of the papers of Group 1 and who passes in practice teaching may be exempted from further attendance and may complete her standing by passing at one or more future annual examinations the final paper or papers in the subjects in which she has failed.

A candidate who fails in practice teaching, or who passes in practice teaching but fails in three or more of the examination subjects of Group 1, may complete her standing by repeating attendance at a subsequent January to June term and by passing in the practice teaching and final examinations of that term. Such student is advised, however, to repeat the entire session if possible. A candidate who, for any cause, is required to attend another session in whole or in part, shall make application to the Deputy Minister of Education for a card of admission.

Appeals

Provided that she has passed in practice teaching, a candidate who has failed in one or more examination papers may have her case reconsidered if she submits an appeal with a statement of the grounds upon which it is based, accompanied by a fee of $2 per paper, made payable to the Provincial Treasurer of Ontario, to the Deputy Minister of Education within two weeks after the announcement of the examination results. This fee will be returned to the candidate if the appeal is sustained.

Extra-Mural Candidates

An extra-mural candidate who plans to write all or certain of the final examinations for the Primary School Specialist's Certificate shall apply for permission to do so to the Deputy Minister, Department of Education, 44 Eglinton Ave. W., Toronto 12, before April 15.

An extra-mural candidate who has not previously been admitted to the teaching profession in Ontario in so far as her health status is concerned will be required to establish proof of freedom from active tuberculosis. Arrangements for a tuberculin test, and an x-ray if necessary, will be made either before or during the examination week.

Permanent Certificates

An Interim Primary School Specialist's Certificate may be exchanged for a Permanent Primary School Specialist's Certificate after completion by the candidate of two years successful teaching, subsequent to the date of the Interim Certificate, in Junior or Senior Kindergarten or in Grades 1 or 2 of an elementary school. Such successful teaching must be duly certified by the inspector concerned. An application form for a Permanent Certificate may be obtained on request from the Deputy Minister of Education, 44 Eglinton Ave W., Toronto 12.

Courses of Study

501 / Educational Psychology

1. Child Study

Child development as a basis for education; physical, mental, emotional, and social growth of children, exceptional and handicapped children; characteristics and development of good mental health; behaviour problems.

2. General Methodology

Lesson planning; the learning process; principles of learning; retention of knowledge and skills; formation of desirable habits and attitudes; testing; diagnostic and remedial practices; co-operative learning activities; teaching and classroom experiences.

3. Institute of Child Study

Lectures, observation and practice at an Institute of Child Study or similar institute in centres where these are available.

502 / School Management

1. The Ontario School System

The Department of Education; local administrative units; the board of trustees; the inspector; the principal; the teacher; records and reports; School Acts and Regulations.

2. The School Environment

Buildings; classrooms; furnishings; equipment and supplies; heating; lighting; ventilation; toilets; handwashing facilities; blackboards; lockers; storage space; display space; floor treatment; playground.

3. School Organization

Objectives and organization of the Kindergarten and of the Primary Division; classification of pupils; school days and holidays; spring registration; enrolment; daily and general registers; day book; pupils' record cards; report cards; promotion reports; duties of the teacher, pupils, and trustees under the Ontario Public Health Acts and Regulations.

4. Routines

Management of reception, assembly, free play, health inspection, washroom, cloakroom, luncheon, rest, dismissal, and fire drills.

5. Program

Time-tables; planning for the day, the week, the month, and the year; the first day and the first week in school; group activities and enterprises; interest span; play periods; supervision; development of self-direction; special days.

6. The Child

Health and safety; relations with playmates and school staff; provision for individual differences; case studies of classroom problems.

7. The Teacher

Personal qualifications; health; certification; appointment, contract, tenure, resignation; dismissal; sick leave; superannuation; relations with trustees, parents, supervisors, staff, and pupils; the Teachers' Federation; professional improvement.

8. Community Relations

The school and the community; the Home and School Association; agencies concerned with child welfare; parent-teacher conferences.

503 / History of Primary Education

Progress of primary education through the years; contributions of Comenius, Rousseau, Pestalozzi, Froebel and Montessori; influence of child study on the program in Kindergarten and Grades 1 and 2.

Development of primary education in Ontario; introduction of the Kindergarten; preparation of teachers; Kindergarten-Primary movement; Nursery School; Junior Kindergarten; unit and grouping plans in Grades 1 and 2; primary curricula and textbooks.

504 / English

Reading selections of prose and poetry to young children; conversation; discussion; general and particular vocal responses; picture reading; dramatization; correction of faulty speech; understanding the speech of others; use of a pleasing tone in oral response; growth of vocabulary; influence of environment; preparation for reading; reading readiness; experience records; methods of teaching reading; phonics; reading groups; reading levels; reading skills; common reading disabilities; use of approved basic readers; use of teachers' manuals; supplementary reading; corrective exercises; verse speaking and verse making; story-telling; word study; sentence study; paragraph study; letter writing; mechanics; methods of teaching spelling; printing; writing.

505 / Arithmetic

Number knowledge of pupils entering school; opportunities for number experiences in the Kindergarten and Primary Grades; materials of instruction; the objectives of arithmetic instruction in Grades 1 and 2; sequence of topics; methods of teaching; social applications of number; measurement of number achievement.

506 / Social Studies

Socializing experiences in the Kindergarten and Grades 1 and 2; desirable social attitudes; acceptable behaviour patterns; scope and objectives of a typical program in Social Studies in Kindergarten and Grades 1 and 2; child experiences related to the family, helpers, neighbourhood, and community as a basis for discovering principles of social living; stories illustrating good family and personal relationships; excursions; group activities; audio-visual aids; opportunities for teaching provided by special occasions, e.g., Thanksgiving, Commonwealth Day, etc.; correlation with language, reading, art, etc.

507 / Health

Pre-school medical examination; protection against diphtheria, smallpox, poliomyelitis; emphasis on health related to safety; procedure in case of illness or

accident; communicable diseases; objectives of the health instruction in Kindergarten and Primary Grades; scope of a typical program in each of the Kindergarten and Grades 1 and 2; methods of teaching; correlation with other school subjects; healthful school living; health services in the school and community.

508 / Science

Development of out-turning interest towards the world around the child; desirable attitudes towards nature; studying the growth of living things; recognition of flowers, trees and birds; care of pets; review from the standpoint of pedagogy of topics for a typical course of study in Science for Grades 1 and 2; the class excursion; activities related to window boxes, insect cages, aquaria, vivaria; methods of studying common natural phenomena, e.g., snow, frost, ice, rain, moon, sun, buds, leaves, flowers, seeds, cocoons; nature calendars; conservation of wild flowers, birds, etc.; correlation of science with other subjects of the curriculum.

509 / Art

Purpose of the course in art; characteristics of contemporary art education; stages of development in child art; appraisal of children's work; preparing for art activities; materials and media suitable for children; techniques of instruction and supervision; encouraging the creative work of children; professional development of the teacher in guiding child art.

510 / Music

1. Theory

Simple keyboard harmony; extemporization; transposition; writing of original melodies; basic study of form.

2. Methodology

Objectives of the music program in Junior and Senior Kindergarten and in Grades 1 and 2; methods of teaching rote songs; developing the child's singing voice; response to rhythm; remedial work in pitch and rhythm; note values; music phrases; rhythm band; preparation for sequential studies; oral and blackboard dictation; the melody approach to note reading.

3. Supplementary Activities

Participation in choral music; development of taste and experience; opportunities for conducting and accompanying; suitable program material; use of school radio broadcasts; listening to music.

4. Physical Education

Purpose and objectives of the physical education program; principles of movement; growth and development patterns; rhythmic movement; physical response to music; dramatic play; singing games; use of large and small equipment; activities in the out-of-doors, the gymnasium, the classroom; safety in play.

511 / Library Methods

1. School Library Service

The Teachers' College library; use of card catalogues, indexes, reference books, periodicals and picture files; the function of the library in the elementary school; the relation of the school to the community or public library; the travelling library; selection and purchase of books; library records.

2. Children's Literature

Development of children's literature; guiding the child's reading programs; modern trends in text illustration, and format of children's books.

114 / Religious Education

1. Religious Exercises

Conducting prayers, hymns, and the National Anthem; speaking of memorized verses; choral reading.

2. Methodology

Use of the Teachers' Guides; story telling dramatization; memorization; treatment of typical lesson units; review; correlation with other subjects.

3. Departmental Regulations

A study of the regulations relating to Religious Exercises and Religious Education in the Public Schools.

115 / Religious Instruction

Religious instruction for students will be provided by local clergymen of the different denominations.

Books of Reference

(Supplement to Reference List in Part I of this Calendar)

Arithmetic

DWIGHT, *Modern Mathematics for the Elementary Teacher.* Holt, Rinehart & Winston, 1966.

ELLIOTT and HANWELL, *Fundamentals of New Mathematics, Book 1, Grades 1 to 6.* Holt, Rinehart & Winston, 1964.

GROSSNICKLE and BRUECKNER, *Discovering Meanings in Elementary School Mathematics (Fourth Edition).* Winston (Holt, Rinehart & Winston), 1963.

HOLLISTER and GUNDERSON, *Teaching Arithmetic in Grades 1 and 2.* Heath (Copp Clark), 1954.

MARKS ET AL, *Teaching Elementary School Mathematics for Understanding (Second Edition).* McGraw-Hill, 1965.

MCINTYRE, *The Teaching of Arithmetic.* Dent, 1957.

MORTON, *Teaching Children Arithmetic.* Silver Burdett (Gage), 1953.

SHIPP and ADAMS, *Developing Arithmetic Concepts and Skills.* Prentice-Hall, 1964.

SWENSON, *Teaching Arithmetic to Children.* Collier-Macmillan, 1964.

Art

GAITSKELL, *Children and Their Art.* Harcourt, Brace (Longmans Canada Ltd.), 1958.

HORNE, *Young Artists.* Longmans Canada Ltd., 1961.

LOWENFELD and VICTOR, *Creative and Mental Growth (Third Edition); Your Child and His Art.* Collier-Macmillan, 1957, 1954.

MATTIL, *Meaning in Crafts (Second Edition).* Prentice-Hall, 1965.

ONTARIO DEPARTMENT OF EDUCATION, *Art and Crafts in the Schools of Ontario. (7th Edition).* Ryerson, 1956. *Art Education in the Kindergarten. (5th Edition).* Ryerson, 1956. *Art Education for Slow Learners.* Ryerson, 1960. *Children and Their Pictures. (5th Edition).* Ryerson, 1957.

Educational Psychology

AITKEN, *Teaching a Child.* Gage, 1957.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL, *(Pamphlets)* 1200 15th Street N.W., Washington, D.C.

BERNARD, *Psychology of Learning and Teaching (Second Edition).* McGraw-Hill, 1965.

BLATZ, MILLICHAMP and FLETCHER, *Nursery Education.* Morrow (McLeod), 1935.

BOARD OF EDUCATION, Glencoe, Ill., U.S.A., *The Fours and Fives in Action.* 1947.

BOWERS ET AL, *Exceptional Children in Home, School, and Community.* Dent, 1960.

BRECKENRIDGE and VINCENT, *Child Development.* W. B. Saunders (McAinsh), 1960.

Department of Public Printing and Stationery, Ottawa, *Up the Years from One to Six.*
Dinkmeyer, *Child Development, the Emerging Self.* Prentice-Hall, 1965.
English, *Dynamics of Child Development.* Holt, Rinehart & Winston, 1961.
Foster and Headley, *Education in the Kindergarten (Third Edition).* American Book Co. (Gage), 1959.
Gans et al, *Teaching Young Children.* World Book Co. (Longmans Canada Ltd.), 1952.
Gardner, *The Education of Young Children.* Methuen, 1956.
Gesell, *Infant and Child in the Culture of Today.* Harper (Musson), 1943.
Gesell, *The First Five Years of Life.* Harper (Musson), 1940.
Gesell and Ilg, *The Child From Five to Ten.* Harper (Musson), 1946.
Heffernan and Todd, *The Kindergarten Teacher.* Heath, 1960.
Hildreth, *Readiness for School Beginners.* World Book Co. (Longmans Canada Ltd.), 1950.
Hume, *Learning and Teaching in the Infant's School.* Longmans, 1952.
Hurlock, *Child Development.* McGraw-Hill, 1956.
Ilg and Ames, *Child Behaviour.* Harper (Musson), 1955.
Jenkins et al, *These Are Your Children (Expanded Edition).* Scott, Foresman (Gage), 1953.
Jersild, *Child Psychology.* Prentice-Hall, 1960.
Kelner, *How to Teach in the Elementary School.* McGraw-Hill, 1958.
Lambert, *Teaching the Kindergarten Child.* Harcourt, Brace (Longmans Canada Ltd.), 1958.
Lambert, *Early Childhood Education,* Allyn and Bacon, 1960.
Langdon and Stout, *Teaching in the Primary Grades.* Collier-Macmillan, 1964.
Laycock and Munro, *Educational Psychology.* Copp Clark, 1966.
Martin and Stendler, *Child Behaviour and Development.* Harcourt, Brace (Longmans Canada Ltd.), 1959.
Saucier, *Theory and Practice in the Elementary School.* Collier-Macmillan, 1951.
Sheehy, *The Fives and Sixes Go to School.* Holt (Clarke, Irwin), 1954.
Shipley et al, *A Synthesis of Teaching Method.* McGraw-Hill, 1964.
Skinner and Harriman, *Child Psychology (Revised Edition),* Collier-Macmillan, 1957.
Stones, *An Introduction to Educational Psychology.* Methuen, 1966.
Strang, *Introduction to Child Study.* Collier-Macmillan, 1959.
Wills and Stegman, *Living in the Kindergarten.* Follet (Ryerson), 1954.
Wills and Stegman, *Living in the Primary Grades.* Follet (Ryerson), 1956.

English

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